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ABSTRACT

This material consists of ten appendixes to the Final Report for 1976-77 on the implementation of the Texas state-supported compensatory education program in the Austin Independent School District as evaluated by that district's Office of Research and Evaluation. The instruments used in the evaluation process are described or presented in full, the methods of their application discussed, and the results explained in tabular or narrative form. These instruments consisted of (1) the California Achievement Test, (2) the School Sentiment Index, (3) principal interviews, (4) teacher interviews, (5) aide questionnaires, (6) area director/instructional coordinator questionnaires, (7) reading teacher interviews, (8) education planner interviews, (9) an attendance study for one school, and (10) a Workshop Evaluation Scale. (PGD)

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FINAL TECHNICAL REPORT

1975-76

STATE COMPENSATORY EDUCATION
June 30, 1976

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Appendix A

CALIFORNIA ACHIEVEMENT TEST (CAT)

Instrument Description: California Achievement Test (CAT)

Brief description of the instrument:

The CAT is a standardized achievement test battery with norms. Two tests were administered: mathematics and reading. Subscales for the reading test cover comprehension and vocabulary; subscales for math cover computation, and concepts and problems.

To whom was the Instrument administered?

All SCE students in grades 1 through 6.

How many times was the instrument administered?

Once.

When was the instrument administered?

April 5-9, 1976

Where was the instrument administered?

In the classroom.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

Principals were trained by Office of Research and Evaluation staff and members of the Elementary Testing Committee. Principals were requested in turn to train their teachers.

Was the instrument administered under standardized conditions?

The Office of Research and Evaluation worked extensively with testing committees and principals to ensure standardization. Test booklets were distributed with detailed instructions and checklists.

Were there problems with the instrument or the administration that might affect the validity of the data?

There may have been individual variations in administration procedures used by classroom teachers.

Who developed the instrument?

CTB-McGraw Hill.

What reliability and validity data are available on the instrument?

The reliability of both the mathematics and the reading tests as summarized by the Kuder-Richardson formula 20 coefficients is acceptable. The test manual provides additional reliability data; validity data are not provided.

Are there norm data available for interpreting the results?

National and AISD norms are available.

CALIFORNIA ACHIEVEMENT TEST (CAT)

Purpose

The ultimate goal of State Compensatory Education in Austin ISD is an increase in academic achievement for those low achieving students designated as SCE students. The California Achievement Test was chosen as the measure for determining whether the expected increase in achievement has indeed occurred. This year's California Achievement Test scores will be used as the pretest, and a like administration of the instrument next spring will provide the post measure.

Procedure

The CAT was given during the first week in April to all AISD students in grades one through eight. The resulting subtest and total scores (for reading and math) of designated SCE students were analyzed to provide median percentiles and quartile points on those SCE students for each grade level in each SCE school.

Summary of Results

Analysis of CAT scores shows median percentiles for SCE groups in each designated SCE school are, as expected, well below the national norm in most cases.

At the sixth grade level the median percentile fell below the 35th percentile in all cases for subscales and totals on SCE groups. (See Table A-1.) At the elementary level, however, the median percentiles for first grades at both Brown and Pease were either at or well above the national norm for all subscales and totals with the one exception of Math Concepts and Problems at Brown first grade. Second grade SCE students at Pease also scored above the national norm in reading for both subscales and the totals. (See Tables A-2 and A-3.)

Table A-1: QUARTILE POINTS AND MEDIAN PERCENTILES FOR SCE SIXTH GRADE SCHOOLS
CALIFORNIA ACHIEVEMENT TEST, READING AND MATH, APRIL 1976 (Page 1 of 2)

SCHOOL	#	Quartile/ Median	Reading Vocabulary	Reading Comprehension	Reading Total	Math Computation	Math Concepts & Problems	Math Total
Allan	Reading= 177 Math= 173	Quartile 3	25	35	27	31	24	24
		Median	15	20	13	15	12	10
		Quartile 1	7	12	6	7	6	5
Baker	Reading= 161 Math= 163	Quartile 3	43	50	45	44	52	43
		Median	25	30	27	26	24	22
		Quartile 1	9	20	13	12	12	12
Blanton	Reading= 250 Math= 188	Quartile 3	46	54	47	40	38	36
		Median	25	35	29	19	19	19
		Quartile 1	12	16	13	9	12	10
Joslin	Reading= 294 Math= 177	Quartile 3	39	40	38	26	28	24
		Median	22	25	22	15	15	13
		Quartile 1	12	12	9	9	6	7
Martin	Reading= 193 Math= 196	Quartile 3	22	25	20	26	24	22
		Median	12	12	9	19	12	13
		Quartile 1	4	6	4	9	6	7

Table A-1: QUARTILE POINTS AND MEDIAN PERCENTILES FOR SCE SIXTH GRADE SCHOOLS, CALIFORNIA ACHIEVEMENT TEST, READING AND MATH, APRIL 1976. (Page 2 of 2)

SCHOOL	#	Quartile/ Median	Reading Vocabulary	Reading Comprehension	Reading Total	Math Computation	Math Concepts & Problems	Math Total
Read	Reading= 126	Quartile 3	46	50	47	40	42	39
	Math=89	Median	29	30	29	22	24	24
		Quartile 1	15	16	15	12	12	12
Travis Heights	Reading= 308	Quartile 3	36	35	34	35	33	34
	Math= 293	Median	22	20	17	19	19	17
		Quartile 1	7	9	8	9	9	9
Webb	Reading= 409	Quartile 3	50	50	48	40	38	36
	Math=329	Median	29	30	29	22	24	22
		Quartile 1	15	16	13	12	12	12
	Reading=	Quartile 3						
	Math=	Median						
		Quartile 1						
	Reading=	Quartile 3						
	Math=	Median						
		Quartile 1						

Table A-2: QUARTILE POINTS AND MEDIAN PERCENTILES FOR SCE STUDENTS AT BROWN ELEMENTARY, CALIFORNIA ACHIEVEMENT TEST, READING AND MATH, APRIL, 1976

SCHOOL	#	Quartile/ Median	Reading Vocabulary	Reading Comprehension	Reading Total	Math Computation	Math Concepts & Problems	Math Total
Brown - 1st grade	Reading=45 Math= 45	Quartile 3	81	80	78	74	59	63
		Median	68	60	68	61	32	50
		Quartile 1	26	27	49	41	22	35
Brown - 2nd grade	Reading=51 Math= 51	Quartile 3	46	44	46	54	35	50
		Median	34	28	35	40	31	32
		Quartile 1	23	16	18	22	19	19
Brown - 3rd grade	Reading=23 Math= 24	Quartile 3	41	42	37	45	53	45
		Median	27	19	26	11	22	14
		Quartile 1	12	9	11	3	8	3
Brown - 4th grade	Reading=30 Math= 29	Quartile 3	46	40	46	67	41	54
		Median	31	23	26	58	29	41
		Quartile 1	18	12	17	21	15	19
Brown - 5th grade	Reading=51 Math= 33	Quartile 3	53	63	58	66	43	47
		Median	36	46	39	47	34	39
		Quartile 1	17	24	24	29	20	31

Ta[redacted] A-[redacted] QUA[redacted]E P[redacted]S A[redacted]MEDI[redacted]PERC[redacted]ILE[redacted]R S[redacted]STUD[redacted]S AT[redacted]ASE[redacted] ELEMENTARY, CALIFORNIA ACHIEVEMENT TEST, READING AND MATH, APRIL 1976

SCHOOL	#	Quartile/ Median	Reading Vocabulary	Reading Comprehension	Reading Total	Math Computation	Math Concepts & Problems	Math Total
Pease - 1st grade	Reading= 19	Quartile 3	77	80	81	85	74	80
	Math= 19	Median	70	60	66	71	55	67
		Quartile 1	55	27	51	41	32	39
Pease - 2nd grade	Reading= 20	Quartile 3	68	77	70	57	64	59
	Math= 32	Median	56	51	56	38	43	38
		Quartile 1	37	32	35	22	31	24
Pease - 3rd grade	Reading= 25	Quartile 3	67	72	69	36	43	40
	Math= 11	Median	47	45	45	23	36	29
		Quartile 1	33	26	29	10	20	11
Pease - 4th grade	Reading= 14	Quartile 3	46	35	46	58	56	58
	Math= 14	Median	31	19	26	39	33	37
		Quartile 1	24	15	20	27	26	22
Pease - 5th grade	Reading= 24	Quartile 3	46	42	37	43	43	43
	Math= 16	Median	27	27	27	26	18	25
		Quartile 1	11	20	13	14	11	12

Appendix B

SCHOOL SENTIMENT INDEX (INTERMEDIATE LEVEL)

Instrument Description: School Sentiment Index (Intermediate Level)

Brief description of the instrument:

The SSI is a collection of statements regarding school, to which students respond by indicating "true" or "untrue" on computer coding sheets. The statement involves student perceptions of, or attitudes toward, various aspects of school.

To whom was the instrument administered?

A random sample of sixth grade classes.

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1976.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

Office of Research and Evaluation staff or test administrators hired by the Office of Research and Evaluation to conduct testing activities.

What training did the administrators have?

A two hour training session for test administrators was conducted in the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

All tests were administered in classrooms by trained tests administrators. Standard instructions to the students were used, and a proctor/student ratio of one proctor to each fifteen students was adhered to whenever possible.

Were there problems with the instrument or the administration that might affect the validity of the data?

In those cases where proctors were unavailable, the test administrator was the only adult in the room. To the extent that it was more difficult to maintain order and keep students from giving their responses out loud, the validity of the results may have been affected.

Who developed the instrument?

Instructional Objectives Exchange (I.O.X.)

What reliability and validity data are available on the instrument?

The Elementary Level SSI was correlated with reading achievement for third graders, and a small but significant correlation (using .05 level of significance) was found.

Are there norm data available for interpreting the results?

1974-75 scores for a sample of sixth grade students are available.

SCHOOL SENTIMENT INDEX (SSI)

Purpose

The School Sentiment Index (SSI) was given by System-Wide Evaluation to a sample of students on each sixth grade campus in order to contribute to a District data base of information regarding Sixth Grade Schools. The SSI had been given to a sample of sixth graders the year previous, and data gathered this year were of interest for the sake of year to year comparison. The unique character of the Sixth Grade Schools as a desegregation agent makes it important that affective data be compiled whenever possible, and the sampling approach in this case made it a feasible procedure for System-Wide Evaluation to undertake.

Although State Compensatory Education did not require the administration of the SSI to measure program objectives, at least one school (Travis Heights) planned a program geared to raising the low-achieving student's attitude toward school. Since the SSI information for the Sixth Grade Schools was available to SCE Evaluation, it was decided to conduct analyses of the available SSI data on those SCE students in all the Sixth Grade Schools who were part of the sample of students tested by System-Wide Evaluation. This provided information regarding attitude toward school of SCE students at Travis Heights, and contributed to the establishing of baseline data in the affective domain for SCE students across all Sixth Grade Schools. It also provided data relevant to certain SCE decision questions that could be used when providing information to AISD decision makers.

Procedure

It was decided to sample on the basis of classrooms rather than individual students because of the logistical problems and the disruption caused by pulling selected students from all or most of the classrooms in a school. Anywhere from one to four classrooms per Sixth Grade School were randomly selected according to the number of students in the school. (See Table B-1.) The sample proved to be approximately 10% of the total population of AISD sixth graders.

After the sample of classrooms for each school had been selected by a table of random numbers, arrangements were made with each principal approximately two weeks in advance of the projected test date. All administrations were scheduled for a morning during the week of April 19-23. No tests were scheduled for Monday, since it was school holiday.

Test administrators were given a two hour inservice on administration procedures or else received personal instruction from the SCE Evaluator. Detailed procedures and directions for test administration were provided in print as well. (See Figures B-1 and B-2.)

All SSI administrations were conducted as scheduled. Teachers were asked to leave the room since some SSI items referred to the teacher, and her/his presence could have affected the responses given by students. School proctors were not always available, however, and in some isolated instances the test administrator had difficulty maintaining silence during test administration. This difficulty was minimal, however.

Mean scores for each school and for the SCE group in each school were obtained through application of Distat, a library computer program.

Summary of Results

Analysis of the results of the SSI shows that there was a small gain in SSI scores from Spring 1975 to Spring 1976 for Sixth Grade Schools overall. The difference was not statistically significant, however. (For a detailed discussion of the statistical test employed and the results by subscale, consult Appendix D of the System-Wide Evaluation Technical Report 1975-76.)

Students at Travis Heights exhibited the most positive attitude toward school of all the Sixth Grade Schools, as measured by the SSI. The total mean score for Travis Heights in Spring 1976 was slightly higher than the mean score shown in Spring 1975. (See Table B-2.)

Table B-1: NUMBER OF CLASSROOMS SAMPLED IN EACH SIXTH GRADE SCHOOL WITH THE SCHOOL SENTIMENT INDEX (SSI)

SCHOOL	No. of Classrooms Per School
Allan	1
Baker	2
Blanton	2
Joslin	4
Martin	1
Read	2
Travis Heights	3
Webb	4
TOTAL	19

Table B-2: SCHOOL SENTIMENT INDEX MEAN SCORES FOR TRAVIS HEIGHTS SIXTH GRADE SCHOOL AND DISTRICT TOTAL, SPRING 1975 AND SPRING 1976.

	SCHOOL	Learning	General School	Mode of Instruction	Authority and Control	Interpersonal Relationships with Pupils	Total	#	%	Gain or Loss
Spring 1975	Travis Heights	8.32	5.06	9.96	7.53	7.74	38.60	72	9%	+ .49
	TOTAL	7.71	4.45	8.81	6.40	5.77	33.13	501	10%	+ .45
Spring 1976	Travis Heights	8.85	6.35	8.87	7.02	7.02	38.11	46		
	TOTAL	7.67	4.85	8.07	6.27	5.83	32.68	416		

Table B-3: SCHOOL SENTIMENT INDEX MEAN SCORES FOR SAMPLE OF SCE STUDENTS IN TRAVIS HEIGHTHS SIXTH GRADE SCHOOL AND DISTRICT-WIDE SIXTH GRADE TOTAL.

SCHOOL	Learning	General School	Mode of Instruction	Authority and Control	Interpersonal Relationships with Pupils	Total	#	% of SCE Students
Travis Heights	7.82	4.50	9.68	7.14	7.54	36.68	28	6%
Total							199	7%

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Office of Research and Evaluation

Procedures for Administering the School Sentiment Index

BEFORE GOING TO THE SCHOOL

1. Review the directions for the SSI and practice reading through the items.
2. Review the testing schedule for the school to which you are assigned.
3. Note the first testing time and subtract 15 minutes. This is your required arrival time at the school.
4. Check a map for the location of the school and confer with ORE personnel for an estimate of travel time to that school.
5. Calculate your required departure time to ensure your arrival at the school at least 15 minutes early.
6. Check required supplies:
    - -Directions for Administering the SSI (Primary Level for Fourth Grade; Intermediate Level for Sixth Grade) - 3 copies
    - -Answer sheets(Take about 20 extra over the number of students to be tested.)
    - -Pencils, #2 (Take about 5 more than the largest group.)
    - -Schedule of teachers and testing ~~items~~ times

AT THE SCHOOL

1. Check into the office.
2. Meet the contact person.
3. Locate the rooms and note their numbers.
4. Confirm availability of proctors.
5. Offer a copy of the SSI to the contact person and/or the principal. (to be returned to you before you leave the building)
6. Go to the first class on time.
7. Introduce yourself to the teacher and offer him/her a copy of the SSI (to be returned to you before you leave the building).
8. Ask teacher to take a coffee break until 5 minutes before end of testing period. (It is important that the teacher not be in the classroom during administration of the SSI.)
9. Follow Directions for Administering the SSI.
10. Collect all materials.
11. Thank the teacher and pick up loaned copy of the SSI.
12. Go to the next class.
13. Repeat 7-11 for each class.
14. Check out with the office and pick up loaned copy of the SSI.
15. Thank everyone.
16. Check to see that you have all materials:
    - -3 copies of Directions
    - -Pencils
    - -All used and unused answer sheets

AFTER THE TESTING

17. Return all materials to Xavier Sosa in room 302 Reilly Annex.

Figure B-1: SCHOOL SENTIMENT INDEX ADMINISTRATION PROCEDURES.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Office of Research and Evaluation

Directions for Administering the School Sentiment Index

Good Morning. My name is ___________________________. I am going to ask you some questions about school. Other students like you from all over Austin are answering these same questions. We want to know how students feel about their schools.

I am going to loan each of you a number 2 pencil to use. Please use my pencils and not your own.

Each of you will also receive one answer sheet like this. (Hold up an answer sheet.) Please do not make any marks on this sheet until I tell you to.

(Pass out pencils and answer sheets)

Turn your answer sheets so that the black marks are at the bottom. At the top, find the boxes under "STUDENT NAME." Print your last name in the boxes under the words "LAST NAME." Put one letter in each box. Then print your first name in the boxes under the words "FIRST NAME." Write your middle initial in the box under "MI." Do not bubble in the letters below.

Now turn your answer sheet so that the black marks are on the left.

Find the line that says "SCHOOL NAME" and write the name of your school.

Do not write anything else or make any other marks on the answer sheet.

INTERMEDIATE LEVEL

Find the number 1 on the answer sheet. Next to the 1 there are five circles. We are going to use only the first two. The first circle has an "A" in it, and the second circle has a "B" in it. Listen to the sentence that I am going to read. If the sentence is true for you, fill in the circle with the "A" completely with a dark black mark. If the sentence is false for you, fill in the circle with the B completely with a dark black mark. (Write A = TRUE, B = FALSE on the board.)

Figure B-2: DIRECTIONS FOR ADMINISTERING SCHOOL SENTIMENT INDEX. (Page 1 of 2)

Fill in only one circle for each question. If you make a mistake or change your mind, erase the mark completely.

I will read each question two times. Don't say anything out loud or make any noise to show others what you think.

Answer the way you feel. There are no right or wrong answers. Your teacher and principal will not see your answers.

Here is question number 1. (Read the question once.) If your answer is Yes/True fill in the circle with the "A." If your answer is No/False fill in the circle with the "B."

(Read question number 1 again.)

Number 2 (continue through all items. Read each item twice only.)

(After the last item...)

That was the last item. Thank you for helping us today.

(Pick up the pencils and answer sheets)

(Thank the teacher)

Figure B-2: DIRECTIONS FOR ADMINISTERING SCHOOL SENTIMENT INDEX.
(Page 2 of 2)

Appendix C

PRINCIPAL INTERVIEW FORM

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Instrument Description: Principal Interview Form

Brief description of the instrument:

The interview form queries principals involved in the SCE Program about various aspects of implementation of the SCE program on their campuses.

To whom was the Instrument administered?

The ten principals of schools in the basic skills component of State Compensatory Education and the four principals of schools in the bilingual component.

How many times was the instrument administered?

Once.

When was the instrument administered?

May, 1976.

Where was the instrument administered?

Principals were interviewed in their offices.

Who administered the instrument?

The SCE Assistant Evaluator.

What training did the administrators have?

General training in interviewing procedures.

Was the instrument administered under standardized conditions?

Yes. All principals were interviewed in their offices by the SCE Assistant Evaluator.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Office of Research and Evaluation

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PRINCIPAL INTERVIEW

Purpose

As part of the effort to document the degree of implementation of the SCE Program in AISD, the SCE Evaluator conducted interviews during the second and third weeks of May with each of the principals of SCE schools. Questions on the standardized interview form were developed also to solicit information relevant to decision questions regarding State Compensatory Education in AISD.

Because each school in the basic skills component planned its own SCE program within general SCE and AISD guidelines, the principals of those schools served as primary agents in the planning and implementation of programs. They were therefore important sources of information in the evaluation of local campus planned SCE programs.

Principals of the four schools in the bilingual component were also important sources regarding the SCE activities on their campuses. Of particular interest here was the degree of success (or lack of it) of the effort to mesh SCE activities with those of Title VII on these campuses.

Procedures

Because the basic skills component and the bilingual component of SCE were somewhat dissimilar, it was necessary to develop two questionnaire forms. Several items were common to both, since staff development and acquisition of new materials were major activities of both components, but many of the questions were unique to each of the questionnaires. (See Figures C-1 and C-2.)

The Evaluator made appointments by telephone with each of the principals several days in advance and then personally conducted each interview in the principal's office. In one case the assistant principal was also present, and answers were offered by both the principal and the assistant (both had taken major responsibilities for SCE activities in that school). Principals did not see copies of the interview form in advance.

Summary of Results

Basic Skills Component: Most of the questions on the interview form for principals in the basic skills component fell into four categories: local campus planning, program implementation, materials, and staff development. One question fell outside all four of these categories and will be discussed under "Miscellaneous."

Local Campus Planning: The ten principals were unanimously enthusiastic about local campus planning when asked to list its advantages, with the main advantage cited by them being the fact that local campus personnel know the needs of their students better than anyone else can know them. This more accurate assessment of needs then leads to more effective utilization of the resources of a program, and the involvement of the total staff in the needs assessment and planning stages leads to a higher level of commitment on the part of school staff to make the program work. One principal took this concept a step further and stated that she felt that teacher involvement in local campus planning gave the teachers a "larger perspective" and made them more aware of school and total program needs rather than classroom or personal needs.

Another advantage mentioned by several principals was the increased communication between teachers that the planning process encourages. This whole process of teacher involvement in planning on their campus, leading to heightened teacher morale and commitment to the program, is based on the premis (stated by several principals) that what will work in one school will not work in another.

Principals were less verbose about the disadvantages of local campus planning, with four principals stating that they saw no disadvantages at all. The most often stated disadvantage was the amount of time that the planning with teacher involvement requires. This was particularly a disadvantage for schools this year because of the shortness of time allowed them to go through the whole planning process. Local campus planning with teacher involvement is time-consuming, most agreed, and more time should be allowed schools in future to do the job with maximum effect. According to one principal, planning should be done in the summer when school staffs are not so busy, and it was suggested by another principal that teachers should be paid for the time they contribute to planning.

Another disadvantage stated by two of the principals was the diversity of staff members' perceptions regarding campus needs and possible answers to those needs.

Related to this was the response of another principal, who stated that teachers sometimes did not have the knowledge or background to know what the possibilities for remediation on a campus might be.

The problem of inadequate time was again focused on by most of these principals when asked what changes, if any, they felt should be made in the planning process for State Compensatory Education in AISD.

The amount of time allotted to them to get their local campus program planned was not only inadequate, according to them, but it came at an extremely bad time (December, one of the most hectic months of the school year). The same thing seemed to be happening again in the planning for 1976-77, with campus plans being requested of them in May (a time when end of the year activities are in full swing) and again the time allotted for the planning being short.

Another often-mentioned suggestion for change in the planning process for State Compensatory Education in AISD related to the problem of communication between schools and administration regarding the guidelines of the program. Which decisions were the schools to make and which were the administration's responsibility? What exactly was meant by the "limited personnel" guideline? Guidelines were vague, in the opinion of several principals, and it was difficult to get definite answers from administration regarding specifics. One principal felt that a definite written statement outlining exactly what could or could not be done with SCE should be published for principals. And those guidelines should be adhered to by administration as well as schools; no changes should be made in the AISD guidelines by administration at a later date when schools are far along into planning.

Three principals, it should be noted, saw no need for changes in the planning process.

All ten principals indicated that they felt the guidelines were, according to their understanding of them, flexible enough to meet the needs of their students. At least one principal, however, offered that he wasn't sure exactly what the guidelines were.

Program Implementation: In spite of the lateness in the school year of implementation of State Compensatory Education, all principals felt that they could already see positive effects of the program on their campuses.

The positive effect most often mentioned was heightened teacher morale, while the principals of schools where reading teachers had been hired immediately upon availability of funds spoke of increased student achievement. The principal of one school felt that the heightened teacher morale had led to "noticeable improvement" of student morale.

Implementation problems discussed by principals were concerned primarily with late arrival of materials. "Not knowing enough about compensatory education funds" was a problem mentioned by one principal, and another had experienced a problem with conveying to teachers the fact the SCE supplies were to be used only for designated SCE students.

The principal of a school with an SCE Reading Lab described mid-year scheduling problems to get SCE students into the lab and mentioned that the labeling of SCE materials had proved to be extremely time-consuming.

When asked what effects late approval and implementation had caused on their campuses, all but one of the principals felt that it had been extremely harmful to their SCE programs. Late approval meant late arrival of materials, and for the campuses that had based their program completely on materials and materials-training, this was "disastrous." Also, those schools which had planned programs including the use of videotape were not able to receive the equipment in time to carry out planned training for use of videotape, much less implementation of videotape activities.

One principal, however, stated that the late approval had yielded a positive effect for his campus, as it had given him and his staff time to prepare for the arrival of the new materials and plan carefully the specific activities that would be carried out with the materials.

Each principal was also asked to discuss the advantages and disadvantages of the approach that her/his school had adopted. The various approaches adopted included reading teachers, instructional aides, materials, staff development, and videotape. Each school used a combination of two or more of these elements, making it difficult to categorize each school's approach under one heading. It can safely be said, however, that all of the schools went with materials and staff development to some degree, while some schools included other elements as the focus of, or as supplemental to, their programs. (There is one exception here; Pease did not plan any staff development activities.) The advantages and disadvantages of these individual elements, rather than the total school approach, will be discussed below.

> Materials: The most often mentioned advantages of concentration on materials in SCE programs concerned the residual effects associated with them. When SCE funds are no longer available, the materials will still be causing good effects in the schools. The disadvantages of focusing SCE programs on materials were related to the difficulty of reaching consensus with large numbers of teachers about which materials to buy, and the disadvantage of having to wait for materials to arrive before program implementation in the classroom could occur. Another stated disadvantage was that of not being able to use the materials except with designated students.

Staff Development: Again, residual effects were mentioned when the advantages of staff development as an SCE focus were discussed. As one principal stated it, "making teachers better at their jobs rather than counting on new staff that will leave when the funding is gone." No disadvantages were mentioned here.

Instructional Aides: The individualization provided by instructional aides and heightened teacher morale were the advantages associated with use of instructional aides in the classroom, according to the two principals with classroom instructional aides in their school programs. They offered no disadvantages to this approach.

Videotape: Because videotape equipment had not arrived at the time of the interviews, two principals felt they could not respond to a question of advantages or disadvantages of that approach. Although no videotape equipment had arrived in his school, one principal felt that the visual medium aspect of the SCE program in his school would hold students' interest and attention because it would better involve them.

The one principal of a school that already had some existing videotape capability mentioned that the videotape helped get students interested in reading and math and increased their self concept. He saw no disadvantages to use of videotape in his school's SCE program.

Reading Teacher-Reading Lab Situation: One of the two principals in schools with SCE Reading Labs discussed the concentration of materials as a major advantage of the Reading Lab approach. Any problem could be taken care of in this area of concentrated materials without the shuffling of papers and materials all over the school that a "floating" reading teacher would require.

The other principals spoke of the advantages inherent in providing the services to students of a highly trained teacher already familiar with the lab approach.

Disadvantages mentioned by these principals included the prolem of moving students back and forth between the lab and classroom and the problem of the classroom teacher possibly not feeling responsibility for reading progress of the students that are sent to the reading lab for instruction.

Miscellaneous: The last question asked of principals was related to the unstable future of SCE funding. Could other available funds possibly be extended to cover the areas now covered by SCE funds, at least in part, if SCE were not refunded?

All principals replied that there were no other funds that could cover their SCE activities; two principals felt that AISD should provide the funding needed to continue programs if SCE funds became unavailable.

Bilingual Component: Questions asked of principals in the bilingual component included questions regarding program implementation, materials, and staff development. Two miscellaneous questions were also asked.

Program Implementation: When asked what positive effects of the SCE Program they had seen on their campuses so far, two of the four principals in the bilingual component pointed out improved teacher morale as the main positive effect. In one of those two schools, Allison, the designated Title VII teachers had voted in the fall to not participate in Title VII activities until all teachers could be served by the Project. The SCE monies for Allison, therefore, meant a large boost in morale and new commitment to the Title VII Project activities, since SCE funds had made it possible to include all bilingual staff in the Title VII activities.

Although he did not mention improved teacher morale specifically, the principal of another of the four schools also felt that the main positive effect for his campus was the increased involvement in the bilingual program that was made available to his staff. Two-thirds of his staff had not been eligible for Title VII services, and with SCE funds those services could be provided to them.

The fourth principal focused his discussion of positive effects of SCE on the materials purchased with SCE funds.

Late approval of SCE caused late arrival of materials; therefore that aspect of programs in all four of the schools could be only minimally implemented. This late arrival of materials was also mentioned by two of the principals in response to a question about problems that might have been experienced in implementing SCE in their schools.

One principal also discussed at length the problems involved in implementing SCE in conjunction with Title VII in order to have a "total" bilingual program. The coordination of the two programs had meant double work for the principals -- double paper work in particular -- and regular decisions about what should be bought with which funds. Split monies meant split staffs and more meetings to be called than if the two groups could have been dealt with as one. The two programs were "very difficult to coordinate, "according to that principal.

One other interview question dealt with program implementation, and it was directed at use of consultant monies. How had consultant monies been used? Only two of the principals had chosen to spend monies on consultants — Allison and Palm -- and both at the time of interviews had used little of the money set aside for consultants.

Both had planned to pay community people to come into the schools to help teachers with materials development, but late arrival of materials had made it difficult to follow through on these plans by the time of the interview.

Materials: All four principals indicated that there had been extensive teacher involvement in the selection of materials for their schools. Only one of the schools had received "most" of their materials at the time of the interview, and two others had received only one-half approximately. The last principal responded that most of the supplies had definitely not been received but offered no estimate of approximately how many were still to be received.

In two cases the materials had been fed into the classrooms as they arrived, and in the two other cases the principals had felt that materials were arriving too late in the year for distribution to classrooms. "It would have been more of a burden than a help to teachers" to give them new materials so close to the end of the year, one principal stated.

No teacher training for use of the new materials had been delivered by the time of the interview. It was anticipated by most, however, that Title VII staff development activities would be offered in the area of materials training.

Staff Development: Designated SCE teachers in the four schools were able to attend all offered Title VII and local bilingual staff development activities, according to the principals, and in some cases they were also able to attend bilingual conferences, Region XIII Service Center activities, and Teacher Corps Seminars.

When the principals were asked if they felt this to be a good use of SCE funds (substitutes for Title VII/local bilingual staff development activities), all responded in the affirmative. Two principals, however, had some reservations. One felt that too much of the staff development was offered during school time, removing teachers from their classrooms entirely too much; the other principal indicated that her teachers felt some of the Title VII staff development activities were far less helpful than others. Specifically, the three-day internship was not particularly helpful after the first day, and some teachers did not perceive it as a good use of their time. Also, the difficulty of finding good substitutes made such three-day activities difficult for the students and the rest of the school staff.

Miscellaneous: One interview question was directed at any problems that might have been experienced during the planning stages of SCE, and all four principals said that there had been no problems at the campus level. Three of the principals, however, chose to discuss the many problems involved in the process of getting SCE funds designated for their campuses. One of the principals called it "exhausting," and stated that he would not want to "ever have to go through it again."

When asked if the SCE guidelines were flexible enough to allow their schools to meet the needs of their students, three of the principals responded that they were indeed flexible enough. The fourth principal indicated that he wasn't sure what the guidelines were.

The last question of the interview asked principals whether other available funds could possibly be extended to cover the areas now covered by SCE funds, at least in part, if SCE were not refunded. All four saw no way to obtain other funds. One principal felt that the District should "pick up" the program.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Office of Research and Evaluation

SCE Principal Interview

1. What do you feel the advantages are of local campus planning? Disadvantages? (Allan and Martin: particularly in comparison with programs planned and applied from outside)

2. What changes, if any, do you feel should be made in the planning process for State Compensatory Education in AISD?

3. What effects has late approval and implementation of SCE had on your program?

4. Have you experienced any problems in implementing SCE activities?

5. Have you seen any positive effects of the SCE program on your campus as yet?

6. Do you feel that the emphasis for SCE should continue to be placed on one-time cost items (materials, staff development) rather than on continuing costs (staff)?

7. Are the SCE guidelines flexible enough to allow your school to meet its students' needs?

8. Do you feel that additional administrative personnel (beyond Area Directors and Instructional Coordinators) are needed to help implement the SCE program in your school?

9. What staff development has your teaching staff received with SCE funds?

10. What plans do you have for summer staff development with SCE funds?

11. Have most of your SCE materials been received?

12. Have you been able to get them into the classroom? If no, why not?

13. Have you been able to offer training to your teachers for use of the new materials? If no, why not?

14. Your school chose to focus its program primarily on ____________________.
What have been advantages of your approach?
Disadvantages?

15. Could other available funds possibly be extended to cover the areas now covered by SCE funds, at least in part, if SCE were not refunded?

Figure C-1: PRINCIPAL INTERVIEW FORM FOR PRINCIPALS IN THE BASIC SKILLS COMPONENT OF SCE.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Office of Research and Evaluation

SCE Principal Interview (Bilingual)

1. Have you seen any positive effects as yet of the SCE program on your campus?

2. Did you experience any problems during the planning stages?

3. What effects has late approval and implementation of SCE had on your program?

4. Are the SCE guidlines flexible enough to allow your school to meet its students' needs?

5. What problems have you experienced in implementing the Title VII-SCE activities?

6. Were your teachers involved in the selection of bilingual materials?

7. Have most of the bilingual materials that you ordered with SCE funds been received?

8. Have you been able to get them into the classroom? If no, why not?

9. Did your teachers receive any special training for use of the materials?

10. How have you used SCE consultant monies?

11. What Title VII and local bilingual staff development activities have your teachers been able to attend? (substitutes paid for with SCE funds)

12. Do you consider this (substitutes for Title VII/local bilingual staff development activities) to be a good use of your SCE funds? If not, what do you feel would be a better use of the money?

13. Could other available funds possibly be extended to cover the areas now covered by SCE funds, at least in part, if SCE were not refunded?

Figure C-2: PRINCIPAL INTERVIEW FORM FOR PRINCIPALS IN BILINGUAL COMPONENT OF SCE.

Appendix D

TEACHER QUESTIONNAIRE

Instrument Description: SCE Teacher Questionnaire

Brief description of the instrument:

This questionnaire provides information from teachers in both components of the SCE Program regarding various aspects of planning and implementation of SCE programs on their campuses.

To whom was the Instrument administered?

All teachers in the basic skills component of State Compensatory Education (227 teachers on 10 campuses) and designated teachers in the bilingual component (43 teachers on four campuses).

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1976.

Where was the instrument administered?

Questionnaires were delivered to schools, and it is not known where or under what conditions most questionnaires were filled out.

Who administered the instrument?

The Office of Research and Evaluation delivered the questionnaires to principals, who distributed them to teachers under unknown circumstances.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Return rates for schools in the bilingual component were low (38%, 36%, 56%, 60%), and this may have an unknown effect on the results.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

TEACHER QUESTIONNAIRE

Purpose

Questionnaires were administered to all teachers involved in both components of the SCE program in order to gather information about extent of implementation of SCE programs and the effectiveness of those programs as perceived by teachers. Items dealing with local campus planning, materials and equipment, staff development activities, and program personnel were included in the questionnaire as part of the effort to gather information about various aspects of the SCE Program for decision-makers at all levels of the system.

Procedure

It was necessary to develop two separate forms of the teacher questionnaire, one for teachers in the basic skills component and one for teachers in the bilingual component of SCE. The forms were similar in that they solicited information of teachers regarding materials and staff development, but the questionniare for teachers in the basic skills component also covered local campus planning of SCE programs, while the questionnaire for teachers in the bilingual component asked questions specific to certain Title VII staff development activities. (Figure D-1 and Figure D-2.)

Since programs varied distinctly from campus to campus, an attached series of questions appropriate to each campus was also attached for 11 of the 14 schools. Where school programs shared certain characteristics (i.e. videotape, teacher visits to other schools), the same questions were asked regarding those particular characteristics. Many of these school-specific questions were needs assessment in nature. (See Figure D-3 through Figure D-14.)

Draft forms of the two questionnaires were delivered to principals one week before the projected distribution date in the schools. On May 23 the questionnaires in final form were delivered to schools for distribution by school staff. It is not known how principals chose to have the forms distributed in every case, but in at least one case the questionniares were distributed at a faculty inservice session. It is assumed that most of the questionnaires, however, were delivered to teachers through school mailboxes.

A cover letter accompanied each questionnaire. This letter requested that teachers in the basic skills component complete the form and return it by May 3; teachers in the bilingual component were given until May 10 to return their completed forms. The extra week was given to bilingual teachers so that they could respond to questionnaire items in terms of a bilingual conference being conducted during the week of May 3, which many bilingual teachers were to attend.

Two hundred seventy questionnaires were delivered to 14 campuses -- 227 to teachers in the basic skills component on 10 campuses, and 43 to teachers in the bilingual component on four campuses.

Feedback on questionnaire results was given to principals in the basic skills component approximately three weeks after all completed questionnaires were returned to the Office of Research and Evaluation. In the interest of speed, this feedback was delivered simply as a percent response in each category for each item on the questionnaire. More detailed information was promised for the SCE Final and Technical Reports. The haste to get information back to these principals was based on their need for information during the planning stages of upcoming summer workshops. In this sense the basic skills component teacher questionnaire served a needs assessment role to a certain extent, and some of the questions were developed specifically for needs assessment reasons.

This type of feedback was not given to principals in the bilingual component, since teacher response rates on those campuses were extremely low, and the information would not therefore have been particulary useful to principals.

Distribution statistics for responses to the basic skills component questionnaire were derived through use of Distat J, a library computer program. Responses to school-specific questions attached to those questionnaires were manually computed, however, as were responses to bilingual component questionnaires. Percent response to all questionnaire items is given in Tables D-2 through D-11.

Summary of Results

The response rate for teachers in the basic skills component was an overall 81%, with one school showing a 100% return rate on completed questionnaires. Teachers in the bilingual component had an overall return rate of 47%. (See Table D-1.)

Basic Skills Component: The basic skills component of the SCE program in AISD was designed to allow local campus planning of the SCE activities on each designated campus. Teacher involvement was encouraged, and each campus decided how to use its SCE monies within very general guidelines, with the main emphasis to be materials and/or staff development. Limited personnel were to be added to school staffs with SCE funds. Consequently, there was much variety in the programs planned and implemented on each SCE campus.

The areas covered by the questionnaire delivered to teachers in the basic skills component of SCE were: local campus planning, materials/equipment, staff development, and personnel.

Local Campus Planning: Three items on the questionnaire dealt with local campus planning. The purpose of the items was to discern the extent of teacher involvement in local campus planning and the problems that might have arisen in conjunction with the planning. Teacher assessment of the effectiveness of this approach to planning was also desired.

Responses to these items showed that there was extensive teacher involvement in local campus planning of SCE programs. Forty-eight percent of all responding teachers indicated that they were "very involved" in the planning of their school's program, and 35% indicated that they were "somewhat involved." Some schools did, however, have noticeably more teacher involvement than others. (See Item #1, Table D-2.)

Teachers encountered few problems with this planning process, according to their responses, with 44% of them indicating that they experienced "no problems" and 29% saying that they had experienced only "very few problems." The planning process obviously went smoother on some campuses than others, however, since the responses varied considerably from school to school. (See Item #2, Table D-2.)

When asked to describe any problems encountered during the planning process, SCE teachers most often mentioned the shortness of time given schools to plan their programs. Confusing and vague guidelines were mentioned fairly often, and in those schools with Reading Teachers the problems of scheduling students at mid-year were often mentioned. Other problems mentioned were: lack of agreement on directions to take, not enough knowledge and expert advice available, and cooperation and identification of needs between teachers. Many teachers gave no response to this question soliciting descriptions of problems enountered in the planning process.

Further information regarding problems encountered during local campus planning was derived from study of the responses given by teachers to an open-ended questionnaire item soliciting their assessment of the "most beneficial aspects" of SCE and the "least beneficial aspects." Several teachers mentioned the shortness of time allowed for planning campus programs as a least beneficial aspect of SCE, and others mentioned the lack of flexibility in the guidelines and the paperwork involved in the planning process as least beneficial aspects. Surprisingly, only four teachers of the 187 responding to the questionnaire mentioned local campus planning as a "most beneficial aspect."

SCE teachers as a group assessed local campus planning quite positively, with 82% of them responding that local campus planning was either an "extremely effective" or "quite effective" way to implement the SCE programs on their campuses. (See Item #3, Table D-2.)

Materials/Equipment: Responses to questionnaire items dealing with materials showed that the majority of SCE teachers in the basic skills component were involved in the selection of materials for their school or classroom. Only 13% indicated that they were "not at all" involved, while 55% responded that they were "very involved." One school was a noticeable exception, however, with 79% of its teachers responding that they were not at all involved in the selection of SCE materials. (See Item #6, Table D-2.)

There appeared to be a few problems involved in this materials-selection process on the ten campuses. Twenty-four percent of responding teachers said that they had experienced "some problems." Thirty-seven percent, however, experienced no problems. (See Item #7, Table D-2.)

When asked to describe any problems encountered in the materials-selection process, the most often given responses related to lack of time to research and order available materials. These same areas were mentioned by several teachers as "least beneficial aspects" of the SCE program.

Most of the SCE materials appear to have been made available to teachers by the time questionnaires were distributed. Seventy-one percent of teachers gave a response that they had received (or had made available to them) "all," or "most," or "some" of the SCE materials. However, on two of the campuses nearly one-half of the teachers had received none of the expected materials. (See Item #8, Table D-2.)

There was much variation in responses to the item querying teachers about training that they might have received for use of the new materials. On six of the ten campuses there was obviously very little training conducted in the use of the materials. (Some of these schools, it should be noted, had no plans for such training; others were unable to carry out materials-training plans because of late arrival of materials.) Forty-six percent of SCE teachers in the basic skills component did not receive training on use of new SCE materials. (See Item #9, Table D-2.)

A few teacher comments offered regarding training to use SCE materials indicated that training was not needed because of the nature of the materials. Several others commented that training would be received during the summer.

When asked to render an assessment of the effectiveness of the new SCE materials on the reading and math achievement of their students, teachers were either positive or else reluctant to assess until the materials had been in use a while longer. Thirty-two percent responded that it was "too soon to tell" about the effect of the materials on reading achievement, and 26% responded thus with regard to math achievement. (See Item #10, Table D-2.)

However, the vast majority of teachers listed materials in one way or another as the "most beneficial aspect" of the SCE programs in their schools, with many indicating that they felt the materials would lead to increased individualization for students.

School-Specific Questions Regarding Materials: Only one school-specific question was related to SCE materials, and that question was to Allan teachers regarding the development and use of scope and sequence charts for materials on their campus. This approach was unique to Allan's campus, and much time and effort was expended by Allan staff to develop this approach to use of materials. When asked on the questionnaire whether the scope and sequence charts had been of help to them in their efforts to increase student achievement, 50% of responding Allan teachers said yes and 50% said no. (See Table D-3.) Could this have more general use in district?

Numerous comments were offered here, however, to explain that the scope and sequence charts were not fully in use yet or, in some cases, not in use at all yet.

School-Specific Questions Regarding Equipment: One of the SCE schools already had operational videotape equipment when SCE monies became available and chose to use SCE monies to expand this videotape aspect of their school program. A major part of this program was the taping and use of KLRN programs in the classroom. When asked on the questionnaire to rate the effectiveness of the KLRN programs in increasing student achievement in reading and math, teachers gave rather lukewarm ratings. Only 7% saw the KLRN programs as "extremely effective" in increasing student achievement in math and reading. Thirty-seven percent saw them as only "somewhat effective" in reading, and 43% saw them as "somewhat effective" in math. (See Table D-10.)

Several teacher comments offered here indicated that some teachers did not yet have televisions available to them, while others had to share receivers with other teachers. Scheduling problems were mentioned in conjunction with this sharing of television receivers.

Staff Development: When asked to give the number of hours of staff development received in four categories (After School, During School, Saturdays, and Other), many teachers obviously misunderstood the question and responded by checking the categories instead of giving number of hours in each category. The results of that item will therefore not be included. However, the question following, which asked teachers how effective they felt that staff development activities had been in helping them to increase student achievement in reading and math, gave some indication of amount of staff development received by SCE teachers. Thirty-eight percent checked the response category that indicated that no staff development had been received at the time of completion of the questionnaire. Again, there was much variation in response here, ranging from 82% of teachers at one school responding that they had received no staff development to 0% at two other schools. Thirty-six percent of teachers responding to this item felt that the staff development they had received had been "extremely" or "quite" helpful. (See Item #12, Table D-2.)

Staff development was mentioned by only 13 of the 187 responding teachers as the "most beneficial aspect" of State Compensatory Education, and it was mentioned by six teachers as the "least beneficial aspect."

School-Specific Questions Regarding Staff Development: Several school-specific items dealt with aspects of staff development, and each question was directed at a different combination of schools. Teachers in seven of the ten schools were asked whether they felt that SCE staff development activities on their campuses should be conducted by outside consultants, district personnel, or local campus staff. Forty-two percent of the teachers in those seven schools indicated a preference for local campus staff. This was not necessarily the majority preference on each individual campus, however. (See Table D-4.)

Other school-specific questions dealt with the visitations to other campuses that were conducted by the SCE teachers as a staff development activity. Two schools conducted these visitations, and approxmately three-fourths of the teachers on each of those campuses were able to make the visitations. The "somewhat effective" category received the largest number of responses from teachers on both campuses in answer to a question about the effectiveness of this approach for learning new approaches to teaching basic skills. Four teachers listed these school visitations as the "most beneficial aspect" of the SCE programs in their schools.

Four schools chose to use videotape techniques as part of their SCE programs, and questions related to videotape training activities were asked of teachers in those four schools. Responses showed that in three of the four schools very little or no staff development related to videotape training was delivered. In the one school where such staff development was given, 40% of responding teachers saw it as "quite helpful." (It should be noted, however, that at the time of questionnaire distribution the videotape equipment had not yet arrived in the three schools where no videotape training was given; the school that did give training already had some videotape capability.)

Another question related to videotape training was asked for needs assessment purposes in order to provide to principals some information about videotape training needs as perceived by teachers themselves. When asked the areas in which they would like to receive initial or more in-depth training to work with videotape equipment, teachers in three of the four schools responded similarly, with the majority requesting training in "potential use of videotape in the classroom." Teachers at the fourth school predominantly requested training on "mechanics of using the equipment." (See Table D-6.)

Personnel: One question on the basic skills component teacher questionniare asked teachers whether they felt that SCE monies should continue to be spent mainly for materials and staff development, while another question asked whether more personnel might be needed to help implement the program. Responses to these two questions showed that teachers as a total group predominantly felt that further personnel were not needed. Thirty-two percent did, however, indicate that further personnel needed. (See Items #3 and #4, Table D-2.)

Many extra comments were offered by teachers regarding these two questionnaire items, and these comments showed that the further personnel that most had in mind when giving a yes response here were more teachers and aides, not administrative personnel.

School-Specific Questions Regarding SCE Instructional Aides: Ten instructional aides on three campuses were funded through State Compensatory Education, and questions were asked of teachers regarding the aides on the two campuses where aides were being used in the classrooms. (The instructional aide at one school was used only in the Reading Lab.) Teacher responses from those two schools showed that the services of the aides were being distributed rather widely, with 80% of responding teachers at one campus receiving aide services, and 63% of responding teachers at the other campus receiving aide services. Teachers on the campus with seven aides rated the effectiveness of the aides somewhat higher than did teachers on the other campus (60% "extremely effective" responses versus 25% "extremely effective" responses). (See Table D-7.)

All comments offered by teachers regarding the aides in these schools were extremely positive and aides were listed by many teachers as the "most beneficial aspect" of the SCE programs in their schools because of the increased individualization that the aides made available to the classroom. Teachers in the school with seven SCE instructional aides were practically unanimous in designating the aides as "most beneficial."

School-Specific Questions Regarding SCE Reading Teachers: Three schools chose to expend their SCE monies on salaries for a Reading Teacher. Two of the three chose to use their SCE Reading Teacher in a Reading Lab situation, and the third chose to have its Reading Teacher "float" from classroom to classroom on a regular basis. When asked to rate the effectiveness of their Reading Labs in helping to increase student achievement, teachers in one of the schools rated the Lab considerably higher than did teachers in the other. Teachers in the school with the "floating" Reading Teachers gave extremelyhigh ratings of the effectiveness of that approach in their school. (See Tables D-8 and D-9.)

Reading Teachers were also mentioned often by teachers as a "most beneficial aspect" of the SCE programs in their schools.

A question regarding communication between the Reading Teacher and the regular classroom teacher was asked of teachers in the schools with Reading Labs. This question was asked in order to ascertain any communication problems that might go along with the Reading Lab approach, and results showed that in one of the two schools more than half of the classroom teachers did indeed feel a need for more communication. At the other school 73% of classroom teachers felt communication was adequate.

Bilingual Component: The bilingual component of the State Compensatory Program was designed to supplement and mesh with the existing Title VII Bilingual Program in four schools. The SCE funds were to be used by principals to provide bilingual materials (consumable or nonconsumable) to designated teachers, and to provide substitutes for those teachers so that they could attend all bilingual staff development activities that were also available to Title VII teachers. The questionnaire distributed to these designated teachers in the bilingual component was designed to solicit information about extent of staff development and materials made available to teachers and the effectiveness of such as perceived by the teachers. The extent of teacher involvement in the materials-selection process was also dealt with.

The response rate was very low from the four schools in the bilingual component, with two of the schools showing a barely adequate response rate, and the two other schools showing a response rate that was far less than adequate. the overall response rate for teachers in the bilingual component was only 47%.

Materials: Responses to the question asking teachers in the bilingual component about the extent of their involvement in selecting the materials for their classrooms showed that one school had much teacher involvement, two others had some involvement, and the fourth had very little teacher involvement. When asked if they had encountered any problems in the materials-selection process, 25% (5 teachers) of the total group indicated that there had been "some," "many," or "very few problems." Fifty percent of the total group, however, were not involved in the materials-selection process in their schools. (See Item #7, Table D-11.)

When asked if they had yet received expected SCE materials, fully 50% indicated that they had either received "very few" or "none" of the materials, while 25% more did not know if materials received were SCE. (See Item #8, Table D-11.)

Ninety-percent of responding teachers had received no training to use new SCE materials at the time of questionnaire distribution, according to their response to Item #10, and when asked to rate the materials in terms of effectiveness in increasing student achievement, 70%

of all SCE bilingual component teachers indicated that they had received no SCE materials. The six teachers who had received materials did, however, rate their effectiveness very highly. (See Item #10 and #11, Table D-11.)

> School-Specific Questions Regarding Materials: Three extra questions were directed at Allison SCE teachers regarding bilingual materials. These questions were related to the school's efforts to establish a consistent bilingual program in terms of materials, and responses showed that all five responding teachers felt that bilingual materials for their school should be coordinated between grade levels. However, only two of the five teachers felt that bilingual materials for their school should be the same from class to class within each grade, and four of the five teachers felt that each teacher should order the bilingual materials for his/her own classroom. (See Table D-12.)

Staff Development: Questions related to staff development activities made availabe to SCE teachers in the bilingual component showed that 35% had taken the "free" staff development day allotted to them for participation in a staff development activity of their own choice, while a little less than half had definite plans to take the "free" day before the end of the school year. This day was spent in a variety of activities, including visitations to other schools, attendance at a bilingual conference, or using the day for planning activities. (See Items #1, #2, #3, Table D-11.)

Each responding teacher in the bilingual component received an average of 13.1 hours of Title VII staff development, according to their responses to a questionnaire item, but this average is distorted by the fact that Metz teachers received an average of 20.8 hours. School averages for the other three schools were much lower. (See Table D-13.)

When asked to assess the effectiveness of all staff development activities made available to them, 40% judged them to be only "somewhat helpful," while only one teacher saw them as "extremely helpful." Three teachers, 15%, saw these activities as "not very helpful."

Table D-1: TEACHER QUESTIONNAIRE RESPONSE RATE

School	# SCE Teachers	# SCE Teachers Responding	% SCE Teachers Responding
Allan - Sixth Grade	9	8	89%
Baker	21	19	90%
Blanton	23	18	78%
Joslin	34	23	68%
Martin - Sixth Grade	12	9	75%
Read	22	20	91%
Travis Heights	30	30	100%
Webb	35	22	63%
Brown	30	25	83%
Pease	11	11	100%
TOTAL - Basic Skills Component	227	185	81%
Allison	13	5	38%
Govalle	9	5	56%
Metz	10	6	60%
Palm	11	4	36%
TOTAL - Bilingual Component	43	20	47%

Table D-2: RESPONSES TO TEACHER QUESTIONNAIRE - SCE BASIC SKILLS COMPONENT (Page 1 of 5)

Question	PERCENT RESPONSE BY SCHOOL										
	Allan - 6th (n=8)	Baker (n=19)	Blanton (n=18)	Joslin (n=23)	Martin (n=9)	Read (n=19)	Travis Hts. (n=30)	Webb (n=22)	Brown (n=25)	Pease (n=11)	All Schools (n=185)
1. Were you involved in the planning of your school's State Compensatory Education program?											
__ Yes, very involved	50%	63%	72%	30%	33%	26%	33%	48%	60%	73%	48%
__ Yes, somewhat involved	25%	37%	22%	61%	44%	11%	43%	48%	24%	18%	35%
__ Yes, but minimally involved	25%	0%	0%	9%	22%	32%	17%	0%	8%	0%	10%
__ Not at all involved	0%	0%	0%	0%	0%	26%	7%	4%	8%	9%	6%
__ I am not sure what the State Compensatory Education Program is	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	1%
__ No Response	0%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%
2. Did you experience problems with the local campus planning of your school's SCE program?											
__ Yes, many problems	0%	0%	0%	0%	0%	5%	0%	4%	0%	0%	1%
__ Yes, some problems	25%	16%	0%	22%	56%	5%	23%	26%	4%	0%	16%
__ Yes, but very few problems	50%	26%	67%	39%	33%	21%	33%	35%	28%	18%	29%
__ No problems	13%	58%	89%	35%	11%	37%	40%	22%	52%	73%	44%
__ I was not involved in the planning process	13%	0%	0%	0%	0%	32%	3%	13%	16%	9%	9%
__ No Response	0%	0%	6%	4%	0%	0%	0%	0%	0%	0%	1%
3. Do you feel that local campus planning of your SCE program was an effective way to implement the program?											
__ Yes, extremely effective	37%	53%	78%	26%	11%	16%	50%	39%	52%	64%	44%
__ Yes, quite effective	50%	42%	17%	61%	44%	32%	50%	22%	32%	36%	38%
__ Yes, somewhat effective	0%	5%	0%	4%	44%	21%	0%	17%	8%	0%	9%
__ Yes, but not very effective	0%	0%	0%	4%	0%	5%	0%	4%	0%	0%	2%
__ Not at all effective	0%	0%	0%	0%	0%	5%	0%	0%	0%	0%	0%
__ I was not involved in the the planning process	13%	0%	0%	0%	0%	21%	[illegible]	13%	8%	0%	5%
__ No Response	0%	0%	6%	4%	0%	0%	0%	4%	0%	0%	2%

Table D-2 Continued: (Page 2 of 5)

Question	PERCENT RESPONSE BY SCHOOL										
	Allan - 6th (n=8)	Baker (n=19)	Blanton (n=18)	Joslin (n=23)	Martin (n=9)	Read (n=19)	Travis Hts. (n=30)	Webb (n=22)	Brown (n=25)	Pease (n=11)	All Schools (n=185)
4. Do you feel that additional personnel (beyond Area Director and Instructional Coordinator are need to help implement the SCE program in your school?											
__ Yes	63%	32%	39%	30%	11%	42%	20%	43%	4%	73%	32%
__ No	25%	58%	56%	65%	56%	42%	70%	39%	92%	18%	57%
__ I do not know enough about SCE to have an opinion	13%	5%	0%	0%	33%	16%	7%	17%	4%	0%	8%
__ No Response	0%	5%	6%	4%	0%	0%	0%	0%	0%	9%	3%
5. Do you believe that SCE funds should continue to be spent mainly for materials and staff development?											
__ Yes	63%	89%	89%	83%	78%	74%	97%	70%	80%	100%	83%
__ No	37%	5%	6%	0%	22%	5%	3%	30%	16%	0%	10%
__ I do not know enough about SCE to have an opinion	0%	0%	0%	0%	0%	16%	0%	0%	4%	0%	3%
__ No Response	0%	5%	6%	17%	0%	5%	0%	0%	0%	0%	4%
6. Were you involved in the selection of the SCE materials for your school or classroom?											
__ Yes, very involved	50%	79%	78%	39%	67%	11%	37%	48%	84%	82%	55%
__ Yes, somewhat involved	25%	21%	17%	26%	22%	5%	40$	30%	12%	0%	22%
__ Yes, but minimally involved	25%	0%	0%	26%	11%	5%	10%	9%	0%	9%	9%
__ Not at all involved	0%	0%	0%	4%	0%	79%	13%	9%	4%	9%	13%
__ No Response	0%	0%	6%	4%	0%	0%	0%	4%	0%	0%	2%

Table D-2 Continued: (Page 3 of 5)

Question	Allan - 6th (n=8)	Baker (n=12)	Blanton (n=18)	Joslin (n=23)	Martin (n=9)	Read (n=19)	Travis Hts. (n=30)	Webb (n=22)	Brown (n=25)	Pease (n=11)	All Schools (n=185)
	PERCENT RESPONSE BY SCHOOL										
7. Did you experience any problems with this materials-selection program?											
__ Yes, many problems	0%	5%	0%	0%	11%	0%	0%	4%	0%	0%	2%
__ Yes, some problems	37%	32%	0%	30%	44%	16%	37%	35%	8%	0%	24%
__ Yes, but very few problems	37%	26%	6%	35%	44%	5%	23%	26%	24%	36%	24%
__ No problems	25%	37%	89%	26%	0%	5%	30%	26%	64%	56%	37%
__ I was not involved in the selection of SCE materials	0%	0%	0%	4%	0%	68%	10%	9%	4%	9%	11%
__ No Response	0%	0%	6%	4%	0%	5%	0%	0%	0%	0%	2%
8. Have you received (or had made available to you)											
__ All of the expected SCE materials	0%	0%	22%	0%	0%	0%	10%	0%	44%	0%	10%
__ Most of expected SCE materials	0%	42%	39%	4%	11%	16%	80%	4%	36%	18%	30%
__ Some of expected SCE materials	63%	53%	28%	70%	33%	11%	3%	30%	16%	36%	31%
__ Very few of expected SCE materials	13%	0%	0%	13%	11%	5%	0%	39%	0%	0%	8%
__ None of expected SCE materials	13%	0%	6%	0%	44%	5%	3%	17%	4%	36%	9%
__ I did not expect any SCE materials	13%	0%	0%	4%	0%	47%	0%	4%	0%	9%	7%
__ No Response	0%	5%	6%	9%	0%	16%	3%	4%	0%	0%	5%
9. How would you rate the training you have received for use of SCE materials?											
__ Extremely helpful	13%	32%	61%	0%	0%	0%	40%	4%	8%	0%	18%
__ Quite helpful	37%	47%	28%	4%	0%	5%	50%	4%	4%	9%	20%
__ Somewhat helpful	25%	21%	0%	0%	0%	0%	3%	4%	16%	0%	6%
__ Not very helpful	13%	0%	0%	4%	11%	0%	0%	0%	0%	0%	2%

Table D-2 Continued: (Page 4 of 5)

Question	PERCENT RESPONSE BY SCHOOL										
	Allan - 6th (n=8)	Baker (n=19)	Blanton (n=18)	Joslin (n=23)	Martin (n=9)	Read (n=19)	Travis Hts. (n=30)	Webb (n=22)	Brown (n=25)	Pease (n=11)	All Schools (n=185)
9. Continued											
__ Not at all helpful	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%
__ I did not receive any training	13%	0%	0%	74%	89%	79%	3%	74%	64%	91%	46%
__ I am not sure if materials were SCE materials	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%
__ No Response	0%	0%	6%	17%	0%	16%	3%	4%	2%	0%	6%
10. How effective do you believe these materials have been in helping to increase the achievement of designated SCE students in your classroom?											
Reading											
__ Extremely effective	13%	0%	11%	4%	0%	11%	20%	0%	16%	27%	10%
__ Quite effective	0%	11%	44%	13%	0%	11%	40%	9%	36%	9%	21%
__ Somewhat effective	0%	21%	6%	0%	0%	21%	0%	0%	4%	0%	5%
__ Not very effective	0%	0%	0%	0%	0%	0%	0%	9%	0%	0%	1%
__ Not at all effective	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
__ No SCE materials in use yet	25%	42%	6%	26%	33%	21%	0%	57%	0%	0%	20%
__ Too soon to tell	25%	16%	28%	30%	44%	32%	37%	13%	44%	64%	32%
__ No Response	37%	11%	6%	26%	22%	5%	3%	13%	0%	0%	10%
Mathematics											
__ Extremely effective	25%	0%	0%	4%	0%	0%	23%	0%	12%	18%	8%
__ Quite effective	0%	5%	0%	13%	11%	0%	30%	9%	40%	0%	14%
__ Somewhat effective	0%	16%	0%	4%	0%	0%	0%	4%	0%	0%	3%
__ Not very effective	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%
__ Not at all effective	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%
__ No materials in use yet	25%	47%	50%	22%	33%	42%	0%	57%	0%	9%	27%
__ Too soon to tell	13%	11%	6%	35%	33%	11%	37%	17%	40%	64%	26%
__ No Response	37%	21%	44%	22%	22%	47%	10%	9%	8%	0%	21%

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Table D-2 Continued: (Page 5 of 5).

Question	PERCENT RESPONSE BY SCHOOL										
	Allan - 6th (n=8)	Baker (n=19)	Blanton (n=18)	Joslin (n=23)	Martin (n=9)	Read (n=19)	Travis Hts. (n=30)	Webb (n=22)	Brown (n=25)	Pease (n=11)	All Schools (n=185)
11. (Discussed in text)											
12. How effective has this staff development been in helping you in your efforts to increase the achievement of your students?											
__ Extremely helpful	25%	21%	6%	0%	0%	0%	37%	9%	8%	9%	12%
__ Quite helpful	25%	37%	72%	0%	11%	0%	57%	9%	8%	0%	24%
__ Somewhat helpful	25%	32%	6%	4%	11%	0%	3%	13%	8%	0%	9%
__ Not very helpful	0%	0%	0%	0%	11%	0%	0%	4%	0%	0%	1%
__ Not at all helpful	13%	0%	0%	0%	11%	0%	0%	0%	0%	0%	1%
__ I did not receive any staff development	0%	0%	6%	57%	33%	79%	3%	61%	60%	82%	38%
__ I am not sure which staff development activities were SCE	0%	0%	0%	13%	22%	11%	0%	0%	16%	0%	6%
__ No Response	13%	11%	11%	26%	0%	32%	0%	4%	0%	9%	8%

Table D-3: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS DEALING WITH USE OF SCOPE AND SEQUENCE CHARTS WITH SCE MATERIALS

Question	Allan-6th % Response (n=8)
Have the scope and sequence charts for materials that were developed as part of your SCE program been of help to you in your efforts to increase student achievement?	
____ Yes	50%
____ No	50%

Table D-4: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEM DEALING WITH STAFF DEVELOPMENT CONSULTANTS.

	% OF RESPONSE BY SCHOOL							
Question	Baker (n=19)	Blanton (n=18)	Joslin (n=23)	Martin (n=9)	Read (n=20)	Travis Heights (n=30)	Webb (n=22)	Combined (n=141)
Do your feel that								
__ more of the SCE staff development activities should be conducted by consultants from outside the district?	32%	0%	22%	22%	10%	33%	18%	27%
__ more of the SCE staff development activities should be conducted by district personnel?	21%	56%	26%	44%	25%	7%	36%	24%
__ more of the SCE staff development activities should be conducted by your school staff?	47%	28%	52%	22%	35%	57%	22%	42%
No Response	0%	17%	0%	11%	30%	3%	23%	7%

Table D-5: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS DEALING WITH SCHOOL VISITATIONS.

Question	% RESPONSE BY SCHOOL		
	Martin (n=9)	Webb (n=22)	Combined (n=31)
Did you make a visit in connection with the SCE program to another school this spring to observe other classrooms (exemplary school visitation)?			
__ Yes	78%	73%	74%
__ No	22%	27%	26%
Did you find this visit an effective method for learning new approaches to teaching basic skills to your SCE students?			
__ Yes, extremely effective	22%	18%	19%
__ Yes, quite effective	11%	23%	19%
__ Yes, somewhat effective	44%	27%	32%
__ Yes, but not very effective	0%	0%	0%
__ I did not make any visits	22%	27%	26%
__ No Response	0%	5%	3%

Table D-6: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE DEALING WITH VIDEOTAPE TRAINING.

Question	% RESPONSE BY SCHOOL				
	Baker (n=19)	Blanton (n=18)	Read (n=20)	Travis Heights (n=30)	Combined (n=87)
Have you received any training in the use of videotape this spring?					
___ Yes	5%	0%	0%	80%	29%
___ No	95%	94%	100%	20%	70%
___ No Response	0%	6%	0%	0%	1%
How helpful was the videotape training?					
___ Extremely helpful	0%	0%	0%	20%	
___ Quite helpful	0%	0%	0%	40%	
___ Somewhat helpful	5%	0%	0%	17%	
___ Not very helpful	0%	0%	0%	3%	
___ Not at all helpful	0%	0%	0%	0%	
___ I have received no training this spring in the use of videotape	95%	94%	100%	17%	
___ No Response	0%	6%	0%	3%	
In which areas would you like to receive initial or more in-depth training to work with videotape equipment?					
___ Potential use of videotape in the classroom	68%	28%	60%	50%	52%
___ The mechanics of using the equipment	47%	72%	35%	27%	43%
___ Use of videotape in improving teaching practices	37%	28%	45%	37%	37%
___ Other	11%	0%	10%	0%	5%
___ No Response	21%	17%	15%	7%	14%

Table D-7: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS DEALING WITH SCE INSTRUCTIONAL AIDES

Question	% RESPONSE BY SCHOOL		
	Brown (n=25)	Allan (n=8)	Combined (n=33)
Do you have the services of an SCE instructional aide?			
__ Yes	80%	63%	
__ No	20%	37%	
How effective do you feel these instructional aides are in helping to increase student achievement?			
__ Extremely effective	60%	25%	52%
__ Quite effective	36%	38%	36%
__ Somewhat effective	4%	0%	3%
__ Not very effective	0%	0%	0%
__ Not at all effective	0%	0%	0%
__ I do not have the service of an instructional aide	0%	38%	9%

Table D-8: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS DEALING WITH SCE READING LABS

Question	% RESPONSE BY SCHOOL		
	Read (n=20)	Pease (n=11)	Combined (n=31)
How effective do you feel the SCE Reading Lab in your school is in helping to increase student achievement in reading?			
__ Extremely effective	15%	45%	26%
__ Quite effective	25%	18%	23%
__ Somewhat effective	15%	0%	10%
__ Not very effective	10%	0%	6%
__ Not at all effective	0%	0%	0%
__ I do not know enough about the Reading Lab to have an opinion	25%	9%	19%
_ No Response	0%	27%	9%
Do you feel that there is need for *			
__ More communication between the Reading Lab/Reading Teacher and and the classroom teacher?	55%	27%	45%
__ Less communication between the Reading Lab/Reading Teacher and the classroom teacher?	0%	0%	0%
__ Neither, communication is adequate	40%	73%	52%
__ No Response	10%	0%	6%

*Some teachers gave more than one response to this item.

Table D-9: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS DEALING WITH "FLOATING" SCE READING TEACHER

Question	Blanton % Response (n=18)
How effective do you feel the use of "floating" Reading Teachers is in increasing student achievement?	
__ Extremely effective	72%
__ Quite effective	22%
__ Somewhat effective	0%
__ Not very effective	0%
__ Not at all effective	0%
__ No Response	6%

D-10: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS DEALING WITH USE OF KLRN PROGRAMS IN CLASSROOM

Question	Travis Heights % Response (n=30)
How effective do you feel the use of KLRN programs is in increasing student achievement in reading?	
__ Extremely effective	7%
__ Quite effective	30%
__ Somewhat effective	37%
__ Not very effective	3%
__ Not at all effective	7%
__ No Response	17%
How effective do you feel the use of KLRN programs is in increasing student achievement in math?	
__ Extremely effective	7%
__ Quite effective	17%
__ Somewhat effective	43%
__ Not very effective	3%
__ Not at all effective	10%
__ No Response	20%

Table D-11: RESPONSES TO TEACHER QUESTIONNAIRE - SCE BILINGUAL COMPONENT (Page 1 of

	Response by School									
	Allison (n=5)		Govalle (n=5)		Metz (n=6)		Palm (n=4)		All Schools (n=20)	
Question	#	%	#	%	#	%	#	%	#	%
1. Did you take the one "free" day allotted for each teacher to participate in a staff development activity of his or her own choice, made available through Title VII and State Compensatory Education? (i.e., bilingual conference, visitation to other school, planning day, etc.)										
__ Yes, took full day	3	60%	0	0%	1	1%	1	25%	5	25%
__ Yes, took a partial day	1	20%	0	0%	0	0%	1	25%	2	10%
__ Have not taken day yet, but have definite plans to take it between now and end of school year	0	0%	4	80%	5	83%	0	0%	9	45%
__ No, have not taken "free" day and have no definite plans to take it	1	20%	1	20%	0	0%	2	50%	4	20%
2. How helpful was the "free" staff development day to you?										
__ Extremely helpful	0	0%	1	20%	1	17%	1	25%	3	15%
__ Quite helpful	4	80%	0	0%	0	0%	0	0%	4	20%
__ Somewhat helpful	0	0%	0	0%	0	0%	1	25%	1	5%
__ Not very helpful	0	0%	0	0%	0	0%	0	0%	0	0%
__ Not at all helpful	0	0%	0	0%	0	0%	0	0%	0	0%
__ I have not taken the "free" staff development day	1	20%	4	80%	4	67%	2	50%	11	55%
__ No Response	0	0%	0	0%	1	17%	0	0%	1	5%
3. How did you spend your "free" staff development day?*										
__ Visitation to other school	1	20%	0	0%	2	34%	1	25%	4	25%
__ Bilingual conference	1	20%	1	20%	1	17%	1	25%	4	25%
__ Planning day	0	0%	1	20%	0	0%	1	25%	2	10%
__ Other	2	40%	0	0%	0	0%	1	25%	3	15%
__ I have not taken the "free" staff development day	1	20%	3	60%	4	67%	2	50%	10	50%
4. (Discussed in text)										

* Some teachers gave more than one response to this item.

Table D-11 Continued: (Page 2 of 3)

Question	Response by School									
	Allison (n=5)		Govalle (n=5)		Metz (n=6)		Palm (n=4)		All Schools (n=20)	
	#	%	#	%	#	%	#	%	#	%
5. How effective has this staff development been in helping you to do your job as a teacher in the Title VII Bilingual Program?										
__ Extremely helpful	0	0%	0	0%	0	0%	1	25%	1	5%
__ Quite helpful	3	60%	3	60%	1	17%	0	0%	7	35%
__ Somewhat helpful	2	40%	1	20%	3	50%	2	50%	8	40%
__ Not very helpful	0	0%	0	0%	2	34%	1	25%	3	15%
__ Not at all helpful	0	0%	0	0%	0	0%	0	0%	0	0%
__ I have not attended any Title VII staff development activities since Jan. 1	0	0%	1	20%	0	0%	0	0%	1	5%
6. Were you involved in selection of SCE bilingual materials this spring, either consumable or non-consumable for your school or classroom?										
__ Yes, very involved	0	0%	4	80%	1	17%	0	0%	5	25%
__ Yes, somewhat involved	2	40%	0	0%	1	17%	0	0%	3	15%
__ Yes, but minimally involved	0	0%	0	0%	0	0%	1	25%	1	5%
__ Not at all involved	2	40%	1	20%	3	50%	3	75%	9	45%
__ I do not know if the materials were SCE	1	20%	0	0%	1	17%	0	0%	2	10%
7. Did you experience any problems with this materials-selection process?										
__ Yes, many problems	0	0%	1	20%	0	0%	0	0%	1	5%
__ Yes, some problems	0	0%	0	0%	1	17%	1	25%	2	10%
__ Yes, but very few problems	0	0%	1	20%	1	17%	0	0%	2	10%
__ No problems	2	40%	2	40%	0	0%	1	25%	5	25%
__ I was not involved in the selection of SCE Bilingual materials	3	60%	1	20%	4	67%	2	50%	10	50%

Table D-11 Continued: (Page 3 of 3)

	Response by School									
	Allison (n=5)		Govalle (n=5)		Metz (n=6)		Palm (n=4)		All Schools (n=20)	
Question	#	%	#	%	#	%	#	%	#	%
8. Have you received the expected SCE bilingual materials this spring?										
__ All of expected materials	2	40%	0	0%	0	0%	0	0%	2	10%
__ Most of expected materials	1	20%	0	0%	0	0%	0	0%	1	5%
__ Some of expected materials	0	0%	0	0%	0	0%	0	0%	0	0%
__ Very few of expected materials	0	0%	4	80%	1	17%	0	0%	5	25%
__ None of expected materials	1	20%	1	20%	0	0%	3	75%	5	25%
__ I do not know if the materials were SCE	1	20%	0	0%	4	67%	0	0%	5	25%
__ No Response	0	0%	0	0%	1	17%	1	25%	2	10%
9. Have you received training for use of new bilingual materials purchased with State Compensatory Education funds?										
__ Yes	1	20%	0	0%	0	0%	0	0%	1	5%
__ No	4	80%	5	100%	5	83%	4	100%	18	90%
__ I do not know	0	0%	0	0%	1	17%	0	0%	1	5%
10. How would you rate the training you have received for effective use of the new SCE bilingual materials?										
__ Extremely helpful	1	20%	0	0%	0	0%	1	25%	2	10%
__ Quite helpful	0	0%	0	0%	0	0%	0	0%	0	0%
__ Somewhat helpful	1	20%	1	20%	0	0%	0	0%	2	10%
__ Not very helpful	0	0%	0	0%	0	0%	0	0%	0	0%
__ Not at all helpful	0	0%	0	0%	0	0%	0	0%	0	0%
__ I am not aware of receiving specific training for use of new SCE bilingual material	3	60%	4	80%	6	100%	3	75%	16	80%
11. How effective do you believe these materials have been in helping to increase the achievement of your students?										
__ Extremely helpful	2	40%	0	0%	0	0%	1	25%	3	15%
__ Quite helpful	0	0%	2	40%	1	17%	0	0%	3	15%
__ Somewhat helpful	0	0%	0	0%	0	0%	0	0%	0	0%
__ Not very helpful	0	0%	0	0%	0	0%	0	0%	0	0%
__ Not at all helpful	0	0%	0	0%	0	0%	0	0%	0	0%
__ I received no new SCE materials this spring	3	60%	3	60%	5	83%	3	75%	14	70%

Table D-12: RESPONSES TO SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEM DEALING WITH BILINGUAL MATERIALS

Question	Allison Responses	
	#	%
Do you feel that each teacher should order the bilingual materials for his/her own classroom?		
__ Yes	3	60%
__ No	1	20%
__ Undecided, have mixed feelings	0	0%
__ No Response	1	20%
Do you feel that bilingual materials for your school should be the same from class to class within each grade?		
__ Yes	2	40%
__ No	0	0%
__ Undecided, have mixed feelings	1	20%
__ No Response	2	40%
Do you feel that bilingual materials for your school should be coordinated between grade levels (in other words, a consistent bilingual program in terms of materials)?		
__ Yes	4	80%
__ No	0	0%
__ Undecided, have mixed feelings	0	0%
__ No Response	1	20%

Table D-13: AVERAGE NUMBER OF TITLE VII STAFF DEVELOPMENT HOURS RECEIVED BY RESPONDING SCE TEACHERS IN BILINGUAL COMPONENT

Question	Average No. of Title VII Staff Development Hours				
	Allison (n=5)	Govalle (n=5)	Metz (n=6)	Palm (n=4)	All Schools (n=20)
Please give the total number of hours (approximate) of Title VII staff development that you have received since January 1 in each category below:					
__ After School	.4	0	.7	2.5	.8
__ During School	8.6	9.2	20.2	9.0	12.3
__ Saturdays	0	0	0	0	[illegible]
__ Other	0	0	0	0	[illegible]
Total	9.0	9.2	20.8	11.5	13.1

AUSTIN INDEPENDENT SCHOOL DISTRICT
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TEACHER QUESTIONNAIRE

State Compensatory Education

1. Were you involved in the planning of your school's State Compensatory Education program?

____ Yes, very involved
____ Yes, somewhat involved
____ Yes, but minimally involved
____ Not at all involved

____ I am not sure what the State Compensatory Education Program is.

2. Did you experience problems with the local campus planning of your school's SCE program?

____ Yes, many problems
____ Yes, some problems
____ Yes, but very few problems
____ No problems

____ I was not involved in the planning process.

Please describe any problems that you encountered during the planning process:

3. Do you feel that local campus planning of your SCE program was an effective way to implement the program?

____ Yes, extremely effective
____ Yes, quite effective
____ Yes, somewhat effective
____ Yes, but not very effective
____ Not at all effective

____ I was not involved in the planning process.

4. Do you feel that additional personnel (beyond Area Directors and Instructional Coordinators) are needed to help implement the SCE program in your school?

____ Yes
____ No

____ I do not know enough about SCE to have an opinion.

Comments:

5. Do you believe that SCE funds should continue to be spent mainly for materials and staff development?

____ Yes
____ No

____ I do not know enough about SCE to have an opinion.

Comments:

over ↓

Figure D-1: TEACHER QUESTIONNAIRE FOR TEACHER IN THE BASIC SKILLS COMPONENT OF STATE COMPENSATORY EDUCATION.

6. Were you involved in the selection of the SCE materials for your school or classroom?

____ Yes, very involved
____ Yes, somewhat involved
____ Yes, but minimally involved
____ Not at all involved

7. Did you experience any problems with this materials-selection process?

____ Yes, many problems
____ Yes, some problems
____ Yes, but very few problems
____ No problems

____ I was not involved in the selection of SCE materials.

Please describe any problems that you might have encountered in the materials-selection process:

8. Have you received (or have they been made available to you)

____ all of the expected SCE materials?
____ most of expected SCE materials?
____ some of expected SCE materials?
____ very few of expected SCE materials?
____ none of expected SCE materials?

____ I did not expect any SCE materials.

9. How would you rate the training you have received for use of SCE materials?

____ Extremely helpful
____ Quite helpful
____ Somewhat helpful
____ Not very helpful
____ Not at all helpful

____ I did not receive any training.
____ I am not sure if materials I received training on were SCE materials.

10. How effective do you believe these materials have been in helping to increase the achievement of designated SCE students in your classroom?

READING	MATHEMATICS
____Extremely effective	____Extremely effective
____Quite effective	____Quite effective
____Somewhat effective	____Somewhat effective
____Not very effective	____Not very effective
____Not at all effective	____Not at all effective
____No SCE materials in use yet	____No SCE materials in use yet
____Too soon to tell	____Too soon to tell

11. Please give the total number of hours (approximate) of staff development through State Compensatory Education that you have received in each category below:

____After school
____During school
____Saturdays
____Other

____No staff development received
____Not sure which staff development activities were SCE

12. How effective has this staff development been in helping you in your efforts to increase the achievement of your students?

____Extremely helpful
____Quite helpful
____Somewhat helpful
____Not very helpful
____Not at all helpful

____I did not receive any staff development
____I am not sure which staff development acitivities were SCE.

Figure D-1: TEACHER QUESTIONNAIRE FOR TEACHER IN THE BASIC SKILLS COMPONENT OF STATE COMPENSATORY EDUCATION.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Office of Research and Evaluation

TEACHER QUESTIONNAIRE (BILINGUAL)

State Compensatory Education

1. Did you take the one "free" day allotted for each teacher to participate in a staff development activity of his or her own choice, made available through Title VII and State Compensatory Education? (i.e., bilingual conference, visitation to other school, planning day, etc.)

_____Yes, took a full day
_____Yes, took a partial day
_____Have not taken day yet, but have definite plans to take it between now and end of school year
_____No, have not taken "free" day and have no definite plans to take it

2. How helpful was the "free" staff development day to you?

_____Extremely helpful
_____Quite helpful
_____Somewhat helpful
_____Not very helpful
_____Not at all helpful

_____I have not taken the "free" staff development day

3. How did you spend your "free" staff development day?

_____visitation to other school
_____bilingual conference
_____planning day
_____other (please describe:

_____I have not taken the "free" staff development day

4. Please give the total number of hours (approximate) of Title VII staff development that you have received since Janunary 1 in each category below:

____ After school
____ Saturdays

____ During school
____ Other

____ I have not attended any Title VII staff development activities since January 1.

5. How effective has this staff development been in helping you to do your job as a teacher in the Title VII Bilingual Program?

____ Extremely helpful
____ Quite helpful
____ Somewhat helpful
____ Not very helpful
____ Not at all helpful

____ I have not attended any Title VII staff development activities since January 1.

6. Were you involved in selection of SCE bilingual materials this spring, either consumable or nonconsumable, for your school or classroom?

____ Yes, very involved
____ Yes, somewhat involved
____ Yes, but minimally involved
____ Not at all involved

____ I do not know if the materials were SCE.

over ↓

Figure D-2: TEACHER QUESTIONNAIRE FOR TEACHERS IN THE BILINGUAL COMPONENT OF STATE COMPENSATORY EDUCATION.

7. Did you experience any problems with this materials-selection process?

____ Yes, many problems
____ Yes, some problems
____ Yes, but very few problems
____ No problems

____ I was not involved in the selection of SCE bilingual materials.

8. Have you received the expected SCE bilingual materials this spring?

____ all of expected materials
____ most of expected materials
____ some of expected materials
____ very few of expected materials
____ none of expected materials

____ I do not know if the materials were SCE.

9. Have you received training for use of new bilingual materials purchased with State Compensatory Education funds?

____ Yes
____ No

____ I do not know.

10. How would you rate the training you have received for effective use of the new SCE bilingual materials?

____ Extremely helpful
____ Quite helpful
____ Somewhat helpful
____ Not very helpful
____ Not at all helpful

____ I am not aware of receiving specific training for use of new SCE bilingual materials.

11. How effective do you believe these materials have been in helping to increase the achievement of your students?

____ Extremely helpful
____ Quite helpful
____ Somewhat helpful
____ Not very helpful
____ Not at all helpful

____ I received no new SCE materials this spring.

The following extra questions are specifically for Allan Sixth Grade Teachers:

13. Do you have the services of an SCE instructional aide?

_____Yes
_____No

_____I have an instructional aide, but I don't know if he/she is SCE.

14. How effective do you feel these instructional aides are in helping to increase student achievement?

_____Extremely effective
_____Quite effective
_____Somewhat effective
_____Not very effective
_____Not at all effective

_____I do not have the services of an instructional aide.

Comments:

15. Have the scope and sequence charts for materials that were developed as part of your SCE program been of help to you in your efforts to increase student achievement?

_____Yes
_____No

_____I don't know what scope and sequence charts are.

16. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

17. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

Figure D-3: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN ALLAN SIXTH GRADE.

The following extra questions are specifically for Baker Sixth Grade School:

13. Do you feel that

CHECK ONLY ONE:

_____more of the SCE staff development activities should be conducted by consultants from outside the district?

_____more of the SCE staff development activities should be conducted by district personnel (other than Baker staff)?

_____more of the SCE staff development activities should be conducted by Baker staff?

Comments:

14. Have you received any training in the use of videotape this spring?

_____Yes
_____No

15. How helpful was the videotape training?

_____Extremely helpful
_____Quite helpful
_____Somewhat helpful
_____Not very helpful
_____Not at all helpful

_____I have received no training this spring in the use of videotape.

16. In which areas would you like to receive initial or more in-depth training to work with videotape equipment?

_____potential use of videotape in the classroom
_____the mechanics of using the equipment
_____use of videotape in improving teaching practices
_____other (please describe:

17. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

18. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

Figure D-4: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN BAKER SCHOOL.

The following extra questions are specifically for Blanton Sixth Grade School:

13. Do you feel that

CHECK ONLY ONE:

_____ more of the SCE staff development activities should be conducted by consultants from outside the district?

_____ more of the SCE staff development activities should be conducted by district personnel (other than Blanton staff)?

_____ more of the SCE staff development activities should be conducted by Blanton staff?

Comments:

14. Have you received any training in the use of videotape this spring?

_____ Yes
_____ No

15. How helpful was the videotape training?

_____ Extremely helpful
_____ Quite helpful
_____ Somewhat helpful
_____ Not very helpful
_____ Not at all helpful

_____ I have received no training this spring in the use of videotape.

16. In which areas would you like to receive initial or more in-depth training to work with videotape equipment?

_____ potential use of videotape in the classroom
_____ the mechanics of using the equipment
_____ use of videotape in improving teaching practices
_____ other (please describe:

17. How effective do you feel the use of "floating" Reading Teachers is in increasing student achievement?

_____ Extremely effective
_____ Quite effective
_____ Somewhat effective
_____ Not very effective
_____ Not at all effective

Comments:

18. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

19. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

Figure D-5: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN BLANTON SIXTH GRADE SCHOOL.

The following extra questions are specifically for Joslin Sixth Grade School:

15. Do you feel that

CHECK ONLY ONE:

_____more of the SCE staff development activities should be conducted by consultants from outside the district?

_____more of the SCE staff development activities should be conducted by district personnel (other than Joslin staff)?

_____more of the SCE staff development activities should be conducted by Joslin staff?

Comments:

16. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

17. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

Figure D-6: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN JOSLIN SIXTH GRADE SCHOOL.

The following extra questions are specifically for Martin Sixth Grade Teachers:

13. Did you make a visit in connection with the SCE program to another school this spring to observe other classrooms ("exemplary school visitation")?

_____Yes
_____No

14. Did you find this visit an effective method for learning new approaches to teaching basic skills to your SCE students?

_____Yes, extremely effective
_____Yes, quite effective
_____Yes, somewhat effective
_____Yes, but not very effective
_____Not at all effective

_____I did not make any visits to other schools.

15. Do you feel that

CHECK ONLY ONE:

_____more of the SCE staff development activities should be conducted by consultants from outside the district?

_____more of the SCE staff development activities should be conducted by district personnel (other than Martin staff)?

_____more of the SCE staff development activities should be conducted by Martin staff?

Comments:

16. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

17. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

Figure D-7: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN MARTIN SIXTH GRADE.

The following extra questions are specifically for Read Sixth Grade School:

13. How effective do you feel the SCE Reading Lab in your school is in helping to increase student achievement in reading?

_____Extremely effective
_____Quite effective
_____Somewhat effective
_____Not very effective
_____Not at all effective

_____I do not know enough about the Reading Lab to have an opinion.

Comments:

14. Do you feel that there is need for

_____more communication between the Reading Lab/Reading Teacher and the classroom teacher?

_____less communication between the Reading Lab/Reading Teacher and the classroom teacher ?

_____neither, communication is adequate

15. Do you feel that

CHECK ONLY ONE:

_____more of the SCE staff development activities should be conducted by consultants from outside the district?

_____more of the SCE staff development activities should be conducted by district personnel (other than Read staff)?

_____more of the SCE staff development activities should be conducted by Read staff?

Comments:

16. Have you received any training in the use of videotape this spring?

_____Yes
_____No

Figure D-8: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN READ SIXTH GRADE SCHOOL.

OVER ↓

17. How helpful was the videotape training?

_____Extremely helpful
_____Quite helpful
_____Somewhat helpful
_____Not very helpful
_____Not at all helpful

_____I did not receive any videotape training this spring.

18. In which areas would you like to receive initial or more in-depth training to work with videotape equipment?

_____potential use of videotape in the classroom
_____the mechanics of using the equipment
_____use of videotape in improving teaching practices
_____other (please describe:

19. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

20. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

The following extra questions are specifically for Travis Heights Sixth Grade School:

13. Do you feel that

CHECK ONLY ONE:

_____more of the SCE staff development activities should be conducted by consultants from outside the district?

_____more of the SCE staff development activities should be conducted by district personnel (other than Travis Heights staff)?

_____more of the SCE staff development activities should be conducted by Travis Heights staff?

Comments:

14. Have you received any training in the use of videotape this spring?

_____Yes
_____No

15. How helpful was this videotape training?

_____Extremely helpful
_____Quite helpful
_____Somewhat helpful
_____Not very helpful
_____Not at all helpful

_____I have received no training this spring in the use of videotape.

16. In which areas would you like to receive initial or more in-depth training to work with videotape equipment?

_____potential use of videotape in the classroom
_____the mechanics of using the equipment
_____use of videotape in improving teaching practices
_____other (please describe:

17. How effective do you feel the use of KLRN programs is in increasing student achievement in reading?

_____Extremely effective
_____Quite effective
_____Somewhat effective
_____Not very effective
_____Not at all effective

Comments:

18. How effective do you feel the use of KLRN programs is in increasing student achievement in math?

_____Extremely effective
_____Quite effective
_____Somewhat effective
_____Not very effective
_____Not at all effective

Comments:

Figure D-9: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN TRAVIS HEIGHTS SIXTH GRADE SCHOOL.

OVER ↓

19. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

20. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

The following extra questions are specifically for Webb Sixth Grade School:

13. Did you make a visit in connection with the SCE program to another school this spring to observe other classrooms ("exemplary school visitation")?

_____Yes
_____No

14. Did you find this visit an effective method for learning new approaches to teaching basic skills to your SCE students?

_____Yes, extremely effective
_____Yes, quite effective
_____Yes, somewhat effective
_____Yes, but not very effective

_____I did not make any visits.

15. Do you feel that

CHECK ONLY ONE:
_____more of the SCE staff development activities should be conducted by consultants from outside the district?

_____more of the staff development activities should be conducted by district personnel (other than Webb staff)?

_____more of the SCE staff development activities should be conducted by Webb staff?

Comments:

16. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

17. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

Figure D-10: SCHOOL-SPECIFIC QUESTIONNAIRE ITEMS FOR TEACHERS IN WEBB SIXTH GRADE SCHOOL.

The following extra questions are specifically for Brown Elementary School:

13. Do you have the services of an SCE instructional aide?

_____Yes
_____No

_____I have an instructional aide, but I don't know if he/she is SCE.

14. How effective do you feel these instructional aides are in helping to increase student achievement?

_____Extremely effective
_____Quite effective
_____Somewhat effective
_____Not very effective
_____Not at all effective

_____I do not have the services of an instructional aide.

Comments:

15. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

16. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

Figure D-11: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN BROWN ELEMENTARY SCHOOL.

The following extra questions are specifically for Pease Elementary School:

13. How effective do you feel the SCE Reading Lab is in helping to increase student achievement in reading?

_____Extremely effective
_____Quite effective
_____Somewhat effective
_____Not very effective
_____Not at all effective

_____I do not know enough about the Reading Lab to have an opinion.

Comments:

14. Do you feel that there is need for

_____more communication between the Reading Lab/Reading Teacher and the classroom teacher?

_____less communication between the Reading Lab/Reading Teacher and the classroom teacher?

_____neither, communication is adequate

Comments:

15. What do you feel are the most beneficial aspects of the State Compensatory Education program in your school?

16. What do you feel are the least beneficial aspects of the State Compensatory Education program in your school?

Figure D-12: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN PEASE ELEMENTARY SCHOOL.

The following extra questions are specifically for Allison Elementary School:

8. Do you feel that each teacher should order the bilingual materials for his/her own classroom?

_____Yes
_____No
_____Undecided, have mixed feelings

Comments:

9. Do you feel that bilingual materials for your school should be the same from class to class within each grade?

_____Yes
_____No
_____Undecided, have mixed feelings

Comments:

10. Do you feel that bilingual materials for your school should be coordinated between grade levels (in other words, a consistent bilingual program in terms of materials)?

_____Yes
_____No
_____Undecided, have mixed feelings

Comments:

Figure D-13: SCHOOL-SPECIFIC TEACHER QUESTIONNAIRE ITEMS FOR TEACHERS IN ALLISON ELEMENTARY SCHOOL.

Appendix E

AIDE QUESTIONNAIRE

Instrument Description: Aide Questionnaire

Brief description of the instrument:

This questionnaire provides information from SCE instructional aides regarding SCE materials, SCE staff development activities, and amount of time spent in direct instruction of SCE students.

To whom was the Instrument administered?

The ten SCE instructional aides on three campuses.

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1976.

Where was the instrument administered?

Questionnaires were delivered to schools, and it is not known where or under what conditions the questionnaires were filled out.

Who administered the instrument?

The Office of Research and Evaluation delivered the questionnaires to principals, who distributed them to aides under unknown circumstances.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

SCE AIDE QUESTIONNAIRE

Purpose

The purpose of administering a questionnaire to the ten instructional aides funded through SCE was to gather information from them regarding their activities in the SCE programs on their campuses. Of particular interest to the Evaluator was the amount of time that aides were being used for direct instruction of students, and the amount and type of staff development that these instructional aides might have received. This information was important to the answering of decision questions regarding the possible use of instructional aides in other SCE local campus programs. (See Figure E-1.)

Procedure

Draft copies of the Aide Questionnaire were delivered to principals for review a week in advance of the projected distribution date in the schools. Two elementary schools were involved, Brown and Pease, with seven aides on the Brown campus and one aide on the Pease campus. Two aides were hired for the sixth grade SCE program at Allan Junior High. The SCE Aide Questionnaires were delivered to schools on April 23, accompanied by cove letters requesting that the forms be completed and returned directly to the Office of Research and Evaluation by May 3. Self-addressed envelopes were attached to the questionnaires. The manner in which principals chose to have the questionnaires distributed to the aides is not known.

Summary of Results

All SCE instructional aides returned questionnaires to the Office of Research and Evaluation.

Analysis of responses shows that aides at Brown spent most of their time giving reading instruction, with 43% indicating that they spent one-half to three-fourths of the time between 8:00 and 2:30 giving direct instruction to students in reading. Fifty-seven percent indicated that they spent one-fourth of their school day giving reading instruction. None of the Brown aides, however, gave responses indicating that they spent as much as one-half of the time between 8:00 and 2:30 in math instruction. Seventy-one percent responded that they spent one-fourth of the instructional day in direct instruction in math, and the other 29% indicated that they spent hardly any time in math instruction. (See Items #1 and #2, Table E-1.)

The SCE aide at Pease elementary did not operate in an instructional mode most of the time, according to her responses, since she indicated that she spent "hardly any time" in reading or math instruction and "nearly the entire day" preparing materials.

One of the two aides at Allan spent approximately half of her day in teaching mathematics, while the other aide spent "hardly any time" in either reading or math. Both spent little time preparing materials.

Brown aides spent, according to their responses, far less time in preparing materials than in instructional activity. Fifty-seven percent indicated that they spent "hardly any time" preparing materials, 29% indicated that they spent approximately one-fourth of the school day in such activity, and 14% (one aide) responded with "about ½ of school day." (See Items #1, #2, and #3, Table E-1.)

Although staff development for SCE instructional aides was not a stated objective of SCE programs at any of the three schools, it is important that the presence or absence of such training be documented in order to render for decision-makers a more complete picture of the SCE programs as implemented with instructional aides. Analysis of the questions dealing with staff development show that probably minimal staff development was given to SCE instructional aides. More than half of the aides at Brown indicated that they had received no training to work with new SCE materials, while 29% responded that they did not know if training received was through SCE. A little less than half of Brown aides, in response to another staff development question, indicated that they had received no staff development, and 43% gave a response indicating that they did not know if staff development received was SCE sponsored.

The instructional aide at Pease received some staff development during school and after school (a total of 11 hours), and one of the aides at Allan indicated that she had received one hour of after school staff development. (See Items #4 - #7, Table E-1.)

When asked whether they felt that additional personnel were needed to help implement the SCE programs in their schools, 40% of all SCE instructional aides responded in the negative, and 20% indicated a "yes" response. Thirty percent felt they did not know enough about SCE to have an opinion, and one aide gave no response at all. (See Item #8, Table E-1.)

AUSTIN INDEPENDENT SCHOOL DISTRICT
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Office of Research and Evaluation

AIDE QUESTIONNAIRE

State Compensatory Education

1. How much of the school day (8:00-2:30) do you estimate you spend in direct instruction of students in READING?

   ____ hardly any time
   ____ about 1/4 of school day
   ____ about 1/2 of school day
   ____ about 3/4 of school day
   ____ nearly the entire day

2. How much of the school day (8:00-2:30) do you estimate you spend in direct instruction of students in MATHEMATICS?

   ____ hardly any time
   ____ about 1/4 of school day
   ____ about 1/2 of school day
   ____ about 3/4 of school day
   ____ nearly the entire day

3. How much of the school day (8:00-2:30) would you estimate that you spend preparing materials?

   ____ hardly any time
   ____ about 1/4 of school day
   ____ about 1/2 of school day
   ____ about 3/4 of school day
   ____ nearly the entire day

4. Have you received training on how to use new materials received this spring through State Compensatory Education (SCE)?

   ____ Yes
   ____ No

   ____ I don't know if the training was for SCE materials.

5. How would you rate the training you have received for affective use of the new SCE materials?

   ____ Extremely helpful
   ____ Quite helpful
   ____ Somewhat helpful
   ____ Not very helpful
   ____ Not at all helpful

6. Please give the total number of hours (approximate) of staff development through State Compensatory Education that you have received in each category below:

   ____ After school　　　　____ Saturdays

   ____ During school　　　　____ Other

   ____ I received no staff development
   ____ I am not sure which staff development activities were SCE.

over ↓

Figure E-1: AIDE QUESTIONNAIRE FORM

7. How effective has this staff development been in helping you to increase the achievement of your students?

____ Extremely helpful
____ Quite helpful
____ Somewhat helpful
____ Not very helpful
____ Not at all helpful

8. Do you feel that additional personnel (beyond Area Directors and Instructional Coordinators) are needed to help implement the SCE program in your school?

____ Yes
____ No

____ I don't know enough about SCE to have an opinion.

Table E-1: SCE AIDE QUESTIONNAIRE RESPONSES. (Page 1 of 2)

	NUMBER AND PERCENT RESPONSE							
	Allan (n=2)		Brown (n=7)		Pease (n=1)		Total (n=10)	
Question	#	%	#	%	#	%	#	%
How much of the school day (8:00-2:30) do you estimate you spend in direct instruction of students in reading?								
__ hardly any time	2	100%	0	0	1	100%	3	30%
__ about 1/4 of school day	0	0%	4	57%	0	0	4	40%
__ about 1/2 of school day	0	0%	2	29%	0	0	2	20%
__ about 3/4 of school day	0	0%	1	14%	0	0	1	10%
__ nearly the entire day	0	0%	0	0	0	0	0	0%
How much of the school day (8:00-2:30) do you estimate you spend in direct instruction of students in mathematics?								
__ hardly any time	1	50%	2	29%	0	100%	4	40%
__ about 1/4 of school day	0	0%	5	71%	0	0	5	50%
__ about 1/2 of school day	1	50%	0	0	0	0	1	10%
__ about 3/4 of school day	0	0%	0	0	0	0	0	0%
__ nearly the entire day	0	0%	0	0	0	0	0	0%
How much of the school day (8:00-2:30) would you estimate that you spend preparing materials?								
__ hardly any time	1	50%	4	57%	0	0	5	50%
__ about 1/4 of school day	1	50%	2	29%	0	0	3	30%
__ about 1/2 of school day	0	0%	1	14%	0	0	1	10%
__ about 3/4 of school day	0	0%	0	0	0	0	0	0%
__ nearly the entire day	0	0%	0	0	1	100%	1	10%
Have you received training on how to use new materials received this spring through State Compensatory Education (SCE)?								
__ Yes	0	0%	1	14%	1	100%	2	20%
__ No	2	100%	4	57%	0	0	6	60%
__ I don't know if the training was for SCE materials	0	0%	2	29%	0	0	2	20%

Table E-1 Continued: (Page 2 of 2)

Question	NUMBER AND PERCENT RESPONSE Allan (n=2) #	%	Brown (n=7) #	%	Pease (n=1) #	%	Total (n=10) #	%
5. How would you rate the training you have received for effectiveness of the new SCE materials?								
__ extremely helpful	0	0%	0	0	0	0	0	0
__ quite helpful	0	0%	1	14%	0	0	1	10%
__ somewhat helpful	0	0%	1	14%	1	100%	2	20%
__ not very helpful	0	0%	0	0	0	0	0	0%
__ not at all helpful	0	0%	0	0	0	0	0	0%
__ No Response	2	100%	5	71%	0	0	7	70%
6. Please give the total number of hours (approximately) of staff development through State Compensatory Education that you have received in each category below:								
__ After school __ Saturdays __ During school __ Other								
__ I have received no staff development	1	50%	3	43%	0	0	4	40%
__ I am not sure which staff development activities were SCE	0	0%	3	43%	0	0	3	30%
__ No Response	0	0%	1	14%	0	0	1	10%
7. How effective has this staff development been in helping you to increase the achievement of your students?								
__ extremely helpful	0	0%	0	0	0	0	0	0%
__ quite helpful	0	0%	0	0	1		1	10%
__ somewhat helpful	1	50%	2	29%	0	0	3	30%
__ not very helpful	0	0%	0	0	0	0	0	0%
__ not at all helpful	0	0%	0	0	0	0	0	0%
__ No Response	1	50%	5	71%	0	0	6	60%
8. Do you feel that additional personnel (beyond Area Directors and Instructional Coordinators) are needed to help implement the SCE program in your school?								
__ Yes	1	50%	0	0	1	100%	2	20%
__ No	0	0%	4	57%	0	0	4	40%
__ I don't know enough about SCE to have an opinion	0	0%	3	43%	0	0	3	30%
No Response	50%	50%	0	0	0	0	1	10%

Appendix F

AREA DIRECTOR/INSTRUCTIONAL COORDINATOR QUESTIONNAIRE

Instrument Description: Area Director/Instructional Coordinator Questionnaire

Brief description of the instrument:

The questionnaire provides information from AISD Area Directors and Instructional Coordinators regarding their involvement in and perceptions of State Compensatory Education in AISD.

To whom was the Instrument administered?

The five Area Directors and 10 of the 12 Instructional Coordinators. (Questionnaires were not sent to the two Instructional Coordinators concerned primarily with Music and P.E.)

How many times was the instrument administered?

Once.

When was the instrument administered?

May, 1976.

Where was the instrument administered?

The questionnaires were distributed through the school mail.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

It is not known under what conditions the questionnaires were filled out.

Were there problems with the instrument or the administration that might affect the validity of the data?

The return rate was low (40% for Area Directors; 60% for Instructional Coordinators).

Who developed the instrument?

Office of Research and Evaluation

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

AREA DIRECTOR/INSTRUCTIONAL COORDINATOR QUESTIONNIARE

Purpose

Because SCE guidelines do not allow the funding of administrative personnel to oversee implementation of SCE Programs, existing AISD administrative personnel were assigned the task of overseeing implementation of the SCE basic skills component. AISD Area Directors and Instructional Coordinators were to work closely with school staffs and aid them with planning and implementation of the individual school programs. A questionnaire was therefore developed to solicit information of Area Directors and Instructional Coordinators about the degree of implementation of the SCE campus programs and the effectiveness of those programs as perceived by them.

Procedure

The questionnaires were mailed on May 19 to all five of the Area Directors and to ten of the Instructional Coordinators (the Instructional Coordinators concerned primarily with P.E. and music were not included), with a request that the questionnaires be completed and returned to the Office of Research and Evaluation by June 1. Those Instructional Coordinators who happened to be assigned to schools without SCE basic skills programs were asked to so indicate on the uncompleted forms and return them to the SCE Evaluator.

Summary of Results

Two Area Directors and four Instructional Coordinators returned completed questionnaires; two Instructional Coordinators returned blank questionnaires with notes indicating that they were not assigned to schools with SCE basic skills programs. Because the response rate was so low, and because these supervisors are extremely important sources of information, interviews would have been scheduled had time allowed. Unfortunately, by the time it became apparent that no more completed questionnaires would arrive at the Office of Research and Evaluation, it was only a few days before Area Directors and Instructional Coordinators were to leave for the summer. In the future these people will be interviewed in order to maximize input from them.

Local Campus Planning: The responses of those Area Directors and Instructional Coordinators that did complete the questionnaire showed that they felt local campus planning was an effective way to implement State Compensatory Education in AISD. The two Area Directors saw local campus planning as "extremely effective," as did one of the Instructional Coordinators. The three other Instructional Coordinators saw it as "quite effective."

When asked to describe any problems that they might have encountered in the local campus planning process, the responses were quite varied. Too little input from support personnel was mentioned by two (an Area Director and an Instructional Coordinator), and the difficulty of meeting timelines was mentioned by another Area Director. One respondent felt that although total faculty involvement had been accomplished, members of Reading and Math committees had wielded inordinate influence. (See Items #1 and #2 Table F-1.)

Further evidence of effectiveness of local campus planning was gathered from responses to an open-ended questionnaire item that requested respondents to list "the most beneficial aspects" of the State Compensatory Education Program in AISD. "Local campus determination of program," "faculty goal-setting," "teacher planning," and "re-examination by schools of goals and setting of priorities" were listed as most beneficial aspects of SCE by four of the respondents.

Staff Development: Four of the six respondents indicated that no SCE staff development activities had been conducted in the schools in which they were involved. The one Area Director and the one Instructional Coordinator who were assigned to schools that did conduct staff development activities judged them to be "quite effective." When asked how effective, in their opinion, the SCE staff development activities had been in helping to increase achievement of designated SCE students, four respondents replied that it was "too soon to tell." One Area Director assessed the staff development activities as "quite effective" in helping to increase SCE student achievement. (See Items #7 and #9, Table F-1.)

Several SCE schools chose to conduct teacher visitations of other schools as a staff development activity, and when asked to assess the effectiveness of these visitations, Area Directors and Instructional Coordinators gave varied responses. Two of them thought this staff development activity to be "extremely effective," while one thought that it was "quite effective." However, one Instructional Coordinator saw the visitations as "not very effective." (See Item #6, Table F-1.)

Three responses to the open-ended question soliciting "most beneficial aspects" of State Compensatory Education in AISD mentioned staff development as most beneficial, and one Instructional Coordinator mentioned the school visitations specifically.

Materials: The instructional supervisors were also asked to assess the effectiveness of SCE materials in helping to increase achievement of SCE students. Five of the six respondents felt that it was too soon to be able to tell. (See Item #8, Table F-1.)

Materials were mentioned as "most beneficial aspects" by two respondents, but another respondent saw the expenditure of money on poor quality instructional materials as a "least beneficial aspect" of the SCE program that she/he was involved with.

Personnel: When asked whether additional administrative personnel were needed to help implement State Compensatory Education programs in AISD, all respondents replied in the negative. When asked if SCE funds should continue to be spent mainly for materials and staff development rather than for additional staff, all respondents agreed that the current emphasis on staff development and materials should continue.

However, one respondent did state in an added comment that the SCE Program needed some overseeing.

Table F-1: RESPONSES TO AREA DIRECTOR/INSTRUCTIONAL COORDINATOR QUESTIONAIRE
(Page 1 of 3)

Question	Area Directors (n = 2)		Instructional Coordinator (n = 4)		Total (n = 6)	
	#	%	#	%	#	%
1. Was local campus planning an effective way to implement the State Compensatory Education Program in AISD?						
__ Yes, extremely effective	2	100%	1	25%	3	50%
__ Yes, quite effective	0	0%	3	75%	3	50%
__ Yes, somewhat effective	0	0%	0	0%	0	0%
__ Yes, but not very effective	0	0%	0	0%	0	0%
__ Not at all effective	0	0%	0	0%	0	0%
2. (Covered in text)						
3. Should SCE funds continue to be spent mainly for materials and staff development rather than for additional staff?						
__ Yes	2	100%	4	100%	6	100%
__ No	0	0%	0	0%	0	0%
4. Are SCE/AISD guidelines flexible enough to allow schools to meet the needs of their students?						
__ Yes	2	100%	4	100%	6	100%
__ No	0	0%	0	0%	0	0%
5. Are additional administrative personnel needed to help implement State Compensatory Education programs in AISD?						
__ Yes	0	0%	0	0%	0	0%
__ No	2	100%	4	100%	6	100%

Table F-1 Continued: (Page 2 of 3)

Question	Area Directors (n = 2)		Instructional Coordinator (n = 4)		Total (n = 6)	
	#	%	#	%	#	%
6. The visitations to other schools that teachers in my school took were:						
__ Extremely effective	0	0%	2	50%	2	34%
__ Quite effective	1	50%	0	0%	1	17%
__ Somewhat effective	0	0%	0	0%	0	0%
__ Not very effective	0	0%	1	25%	1	17%
__ Not at all effective	0	0%	0	0%	0	0%
__ None of the schools I am involved with conducted school visitations.	0	0%	1	25%	1	17%
__ No response	1	50%	0	0%	1	17%
7. SCE staff development activities in general have been:						
__ Extremely effective	0	0%	0	0%	0	0%
__ Quite effective	1	50%	1	25%	2	34%
__ Somewhat effective	0	0%	0	0%	0	0%
__ Not very effective	0	0%	0	0%	0	0%
__ Not at all effective	0	0%	0	0%	0	0%
__ No SCE staff development activities have been conducted in the schools in which I am involved	1	50%	3	75%	4	66%
8. How effective in you opinion have the SCE materials been in helping to increase achievement of designated SCE students?						
Reading						
__ Extremely effective	0	0%	0	0%	0	0%
__ Quite effective	1	50%	0	0%	1	17%
__ Somewhat effective	0	0	0	0%	0	0%
__ Not very effective	0	0%	0	0%	0	0%
__ Not at all effective	0	0%	0	0%	0	0%
__ Too soon to tell	1	50%	4	100%	5	83%
Math						
__ Extremely effective	0	0%	0	0%	0	0%
__ Quite effective	0	0%	0	0%	0	0%
__ Somewhat effective	0	0%	0	0%	0	0%
__ Not very effective	0	0%	0	0%	0	0%
__ Not at all effective	0	0%	0	0%	0	0%
__ Too soon to tell	1	50%	4	100%	5	83%
__ No response	1	50%	0	0%	1	17%

Table F-1 Continued: (Page 3 of 3)

	Area Directors (n = 2)		Instructional Coordinator (n = 4)		Total (n = 6)	
	#	%	#	%	#	%
9. How effective, in your opinion, have the SCE staff development activities been in helping to increase achievement of designated SCE students?						
Reading						
__ Extremely effective	0	0%	0	0%	0	0%
__ Quite effective	1	50%	0	0%	1	17%
__ Somewhat effective	0	0%	0	0%	0	0%
__ Not very effective	0	0%	0	0%	0	0%
__ Not at all effective	0	0%	0	0%	0	0%
__ Too soon to tell	1	50%	3	75%	4	66%
__ No response	0	0%	1	25%	1	17%
Math						
__ Extremely effective	0	0%	0	0%	0	0%
__ Quite effective	0	0%	0	0%	0	0%
__ Somewhat effective	0	0%	0	0%	0	0%
__ Not very effective	0	0%	0	0%	0	0%
__ Not at all effective	0	0%	0	0%	0	0%
__ Too soon to tell	1	50%	3	75%	4	66%
__ No response	1	50%	1	25%	2	34%

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Office of Research and Evaluation

Area Director/Instructional Coordinator
SCE Questionnaire

Based on your experiences in the schools to which you are assigned which have State Compensatory Education programs (Basic Skills Component, not Bilingual Component), please respond to the following items.

1. Was local campus planning an effective way to implement the State Compensatory Education program in AISD?

_____Yes, extremely effective
_____Yes, quite effective
_____Yes, somewhat effective
_____Yes, but not very effective
_____Not at all effective

2. Please describe any problems that you may have encountered with the local campus planning of State Compensatory Education programs in your schools:

3. Should SCE funds continue to be spent mainly for materials and staff development rather than for additional staff?

_____Yes
_____No

Comments:

4. Are SCE/AISD guidelines flexible enough to allow schools to meet the needs of their students?

_____Yes
_____No

Comments:

5. Are additional administrative personnel needed to help implement State Compensatory Education programs in AISD?

_____Yes
_____No

Comments:

6. The visitations to other schools that teachers in my schools took were:

_____extremely effective as a staff development activity
_____quite effective as a staff development activity
_____somewhat effective as a staff development activity
_____not very effective as a staff development activity
_____not at all effective as a staff development activity

_____none of the schools I am involved with conducted school visitations

7. SCE staff development activities in general have been:

_____extremely effective
_____quite effective
_____somewhat effective
_____not very effective
_____not at all effective

_____no SCE staff development activities have been conducted in the schools in which I am involved

8. How effective, in your opinion, have the SCE materials been in helping to increase achievement of designated SCE students?

READING	MATH
_____extremely effective	_____extremely effective
_____quite effective	_____quite effective
_____somewhat effective	_____somewhat effective
_____not very effective	_____not very effective
_____not at all effective	_____not at all effective
_____too soon to tell	_____too soon to tell

9. How effective, in your opinion, have the SCE staff development activities been in helping to increase achievement of designated SCE students?

READING	MATH
_____extremely effective	_____extremely effective
_____quite effective	_____quite effective
_____somewhat effective	_____somewhat effective
_____not very effective	_____not very effective
_____not at all effective	_____not at all effective
_____too soon to tell	_____too soon to tell

10. What do you consider to be the most beneficial aspects of the State Compensatory Education Program in AISD?

11. What do you consider to be the least beneficial aspects of the State Compensatory Education Program in AISD?

Appendix G

READING TEACHER INTERVIEW

Instrument Description: SCE Reading Teacher Interview Form

Brief description of the instrument:

The interview form queries SCE Reading Teachers about their activities in the SCE programs on their campuses and about their perceptions of various aspects of the programs.

To whom was the Instrument administered?

The three SCE Reading Teachers on three separate campuses.

How many times was the instrument administered?

Once.

When was the instrument administered?

May, 1976.

Where was the instrument administered?

The two Reading Teachers who work in SCE Reading Labs were interviewed in the Reading Labs. The "floating" SCE Reading Teacher was interviewed in the school library.

Who administered the instrument?

The SCE Assistant Evaluator.

What training did the administrators have?

General training in interviewing procedures.

Was the instrument administered under standardized conditions?

Yes. All three teachers were interviewed by the Assistant Evaluator after school in isolated quiet settings.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

SCE READING TEACHER INTERVIEWS

Purpose

Three reading teachers were hired for SCE programs on three of the basic skills component campuses. Two of those teachers were placed in SCE Reading Labs, and the third was used in a "floating" manner to serve SCE students in their own classrooms on a regular basis. One of the SCE Reading Labs was situated on a sixth grade campus, and the other was situated on a kindergarten-through-5th grade campus. The approach used in the two reading labs was somewhat different in that the sixth grade situation concentrated on the EDL Guided Reader approach, and the lab serving K-5 used a less specialized approach.

Because the approaches to teaching reading that were used by the reading teachers were diverse, the interview questions were necessarily general in nature and focused on programmatic concerns. These reading teachers were major participants in the SCE programs on their campuses, and it was important to obtain information from them regarding status of implementation of their campus programs as well as to obtain their assessments of the impact of the programs.

Procedure

Appointments were made in advance, and the two reading teachers that functioned in reading labs were interviewed in their labs at times when no students or other staff were present, while the "floating" reading teacher was interviewed after school hours in the school library. None of them saw a copy of the interview form in advance of the interview.

Some of the questions asked of them during the interview were also asked of principals during principal interviews and classroom teachers in teacher questionnaires. (See Figure G-1.)

Summary of Results

Most of the information derived from the interviews of SCE Reading Teachers can be categorized under four main headings: local campus planning, staff development, program implementation, and materials.

Local Campus Planning: The first item on the interview form dealt with local campus planning -- were the SCE Reading Teachers involved in the planning of the SCE programs for their campuses? All three responded that they indeed had been quite involved. The only problems expressed by them as planning problems were in actuality implementation problems (i.e., scheduling problems, late arrival of materials).

Staff Development: When asked to describe any staff development that they might have received or given, the three reading teachers gave responses that made it clear they had received minimal staff development under SCE. The Blanton teacher had received one day of staff development at a workshop held for all Blanton SCE classroom teachers in April, while the reading teacher at Read had received some training from the EDL representative. The Pease reading teacher had made a trip to San Antonio to learn how to use the Systems 80 machines that had been ordered for the Pease SCE Reading Lab. None of the three had given any staff development to SCE classroom teachers on their campuses, but the Read reading teacher did plan to give two days of training at a summer workshop.

All three of the SCE Reading Teachers felt that they needed more training in certain areas, and when asked to specify which areas, each gave a different response. One teacher was interested in videotape training, another wanted more specific knowledge about reading labs, and the third indicated that her areas of need would be met at the summer workshop planned for her school.

Materials: Responses to questions about materials showed that most materials had been received in the three schools by the time of the interviews (one school had received all materials), but the degree of implementation of those materials varied greatly among the schools. One school had put all its SCE materials into use, according to the reading teacher, while another school had put most into use, and another had put only very few into use.

All three of the teachers indicated that they had been very much involved in the selection of SCE materials for their schools. Problems encountered in the materials-selection process were either nonexistent or minimal, according to all three teachers. Some materials received at Read had to be exchanged when it was discovered after delivery that the materials were inappropriate for the needs of Read SCE students.

When asked how effective they felt the SCE materials had been in helping to increase the achievement of the designated students in their schools, the teachers all expressed satisfaction that effective achievement gains were being made. Some testing was being conducted by the reading teachers, and they indicated that the results of this testing verified their claims.

The reading teacher at Pease felt that there was definitely further need for materials at her school because no math materials had been ordered with the first year's allocation of SCE funds. The math materials were to be ordered from the second year allocation. The Blanton reading teacher felt there might be a need for further workbooks, and the Read teacher responded that her school had not yet reached an "absorption point," so there was definitely still a need for further materials.

All three SCE Reading Teachers felt that classroom teachers should be involved in the ordering of materials for his/her own classroom. The Blanton teacher qualified this response by stating that it should absolutely be done in a highly organized way (as she felt it had been done at Blanton).

Program Implementation: One of the interview questions asked if the reading teachers had seen any positive effects of the SCE programs on their campuses as yet. The main positive effects discussed by the Blanton teacher included "smaller groups so that students are getting more out of classroom activities," while the Pease and Read teachers spoke of positive differences in student achievement as indicated by tests they were conducting.

Another question asked what effects late approval and implementation of SCE had had on their local campus programs, and responses by the teachers to that question were quite similar. Late approval meant less supplemental instruction with SCE materials for designated SCE students than could have been provided had approval come through earlier, hence less potential gain for those students. Late approval also meant late arrival of materials and mid-year scheduling problems to get the students into the reading labs.

When asked what problems might have occurred during implementation, the Read teacher indicated that there had been no problems at all, while the Blanton teacher discussed scheduling problems and the Pease teacher felt that lack of knowledge on her part had been a problem. She had needed more information all along about specific activities related to reading lab situations, and the possibilities of the reading lab in general.

The Pease reading teacher would have liked, according to her response to the next question, to have someone with expertise in the area of reading be associated with the SCE Program. That question -- "Do you feel that additional administrative personnel are needed to help implement the SCE program in your school?" brought unequivocal "no"s from the other reading teachers.

The SCE Reading Teachers working in reading labs were asked in the last item on the interview form to list the advantages and disadvantages, as they saw them, of the reading lab approach. Both listed concentration of materials as a main advantage of reading labs. The Read teacher went on to say that the lab approach was "organizationally better" and that students with diverse needs could come to the lab and use various materials and equipment simultaneously. She also felt that one can get to know the student better in an isolated situation.

The Read teacher saw no disadvantages to the reading lab approach, whereas the Pease teacher admitted that moving the children from classroom to lab and back again could be a problem.

When asked to list the advantages and disadvantages of the "floating teacher" approach, the Blanton reading teacher referred to the student movement problem by stating that it was easier for her to move around than for the students. She also felt that the "floating" approach keeps the reading teacher "tuned in" with the classroom teacher. However, when discussing disadvantages, the Blanton teacher stated that she would prefer to have a room of her own because of the logistical problems involved in moving materials from classroom to classroom and having to share chalkboard space with the classroom teacher. Also, by working with the students only in the classrooms, the SCE Reading Teacher could not really see how students work independently, since she is working with the students at all times that she is in the classroom.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Office of Research and Evaluation

SCE Reading Teacher Interview

1. Were you involved in the planning of your school's State Compensatory Education program?

2. Did you experience any problems with the local campus planning of your schools' SCE program?

3. Have you seen any positive effects of the SCE program on your campus as yet?

4. What effects has late approval and implementation of SCE had on your program?

5. Have you experienced any problems in implementing SCE activities?

6. Do you feel that additional administrative personnel (beyond Area Directors and Instructional Coordinators) are needed to help implement the SCE program in your school?

7. What staff development have you received with SCE funds?

8. What staff development have you given with SCE funds?

9. Were you involved in the selection of SCE materials for your school?

10. Did you experience any problems with this materials-selection process?

11. Have most of your SCE materials been received?

12. Have you been able to get them into use?

13. Do you feel that teachers should order the materials for their classroom, or should an approach be used that might yield a more consistent array of materials?

14. Do you feel that there is further need for more materials for your school?

15. How effective do you believe these materials have been in helping to increase the achievement of designated SCE students in your classroom?

16. Do you feel the need for more training in certain areas? What areas?

17. What do you see as the advantages of reading lab approach? Floating teachers?

    Disadvantages?

Figure G-1: READING TEACHER INTERVIEW FORM

Appendix H

EDUCATION PLANNER INTERVIEW

Instrument Description: Education Planner Interview Form

Brief description of the instrument:

The interview form consists of 20 open-ended questions that solicit information primarily about the planning process for the State Compensatory Education Program in AISD.

To whom was the Instrument administered?

The AISD Education Planner.

How many times was the instrument administered?

Once.

When was the instrument administered?

June 17, 1976.

Where was the instrument administered?

In the office of the Education Planner.

Who administered the instrument?

The SCE Evaluator.

What training did the administrators have?

General training in interviewing techniques.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

EDUCATION PLANNER INTERVIEW

Purpose

Because the Education Planner played a key role in planning and development of the State Compensatory Education Program in AISD, she was interviewed during the month of June by the SCE Evaluator. Interview questions were directed at gathering information about the planning process and the materials-ordering process, since all SCE purchase orders were funneled through the Education Planner after the initial planning stages were over. The hiring of SCE personnel and arrangements for staff development activities were also conducted through her office.

Procedure

The interview was conducted in the Education Planner's office by the SCE Evaluator.

Summary of Results

Information derived from the interview of the Education Planner can be categorized under five headings: planning, materials, personnel, program implementation, and miscellaneous. The largest part of the questions that were directed at the Education Planner, however, dealt with the planning process.

Planning: Before launching into questions about the planning process for SCE, the Education Planner was first asked to describe the steps in the planning process as they had occurred. The description given in response to this request was quite detailed and documented by memos and meeting agendas that the Education Planner had organized into a special notebook.

The planning process as described by her began early in August of 1975, when a Program Coordination Advisory Committee (PCAC) was set up. This committee was made up of central administrators from numerous departments, principals at the elementary and secondary levels, and teaching personnel. The first meeting of this committee was on August 15th, and at that meeting the SCE guidelines were reviewed. It was decided at that meeting that, although the official deadline for submission of the proposal was September 5th, it would be preferable to plan an exemplary program (rather than a hastily improvised one) and submit it at a later date. The projected date set by the committee for submitting the completed proposal was November 9th.

Principals on the PCAC asked after this initial meeting to be released from the committee and suggested that Area Directors replace them. Three Area

Directors were added to the committee soon thereafter.

A subcommittee of the PCAC met in September and generated alternatives for an SCE Program in AISD, and on September 29th a meeting was held with TEA representatives in order to resolve problems of comparability that would be caused if certain of those alternatives were to be eventually chosen.

The PCAC met again on October 8th and made the decision to recommend that an SCE program be planned for the Sixth Grade Schools and designated non-Title I schools at the K-5 levels. The recommendation was to go to the Cabinet on October 13th but was not actually placed before them until October 27th. At that meeting of October 27th the "go ahead" was given by the Cabinet for the program to be placed in the Sixth Grade Schools and Brown and Pease Elementary Schools.

A committee was appointed soon thereafter to aid in planning the SCE Program, and it met for the first time on November 6th. On November 7th letters outlining the program were mailed to principals of the designated schools. A letter of November 10th instructed these schools to begin needs assessment procedures and planning of parental input activities. On November 12th the schools were asked to determine the focus of their programs (reading, math, oral language development, bilingual/multicultural), and on November 13th a meeting was held with the principals for the first time. They were asked at that meeting to submit needs assessment information and gather parental input by November 21st. By December 5th they were to have their programs planned.

On December 8th the Board met and gave final approval, with a major revision, to the SCE Program as planned. That major revision was the funneling of $26,000 of the SCE funds into four schools that had requested help for their bilingual programs. Allison, Govalle, Metz, and Palm Elementary Schools had lost substantial amounts of their bilingual programs when ESAA funds to AISD had lapsed, and principals of those schools had informally petitioned to receive SCE funds to rebuild their bilingual programs.

A meeting was held the next day, December 9th, with the Sixth Grade School principals and principals of Brown and Pease in order to make adjustments for the $26,000 loss to their schools.

On December 15th another meeting was held with those principals, and they turned in their program plans. The goal of the Education Planner and other planning committee members was to submit the SCE application before the Christmas Holidays, but for various reasons the application did not go in to TEA until January 13th.

When asked what advantages she perceived in local campus planning, based on her experiences with SCE and otherwise, the Education Planner cited strong support and enthusiasm for the program because principals have more ownership in it. The same is true with regard to teachers, she went on to say.

Too, available on-campus expertise is being utilized during this local campus planning process.

Disadvantages of local campus planning that were discussed by the Education Planner concerned the fact that principals have to learn the mechanics of planning and implementing a program, rather than depending on mid-management personnel to handle the relationships with the Business Office and other AISD departments. The Education Planner was concerned, however, that after principals had conquered these mechanical aspects, it was possible that the Business Office would not be equipped to deal with many individuals rather than a single mid-management person.

One other disadvantage cited by the Education Planner had to do with accountability. No model has heretofore been made available that would allow evaluation of the efficiency of principals as managers of local campus programs.

Recommendations by the Education Planner for changes in the planning process concerned the use of research and evaluation information and university expertise in the early states of the planning procedure. A better planning model is needed, she indicated, that would incorporate research and needs assessment as integral components into the planning process. Also, the planning process needs more outside expertise and more community involvement, in her opinion.

A change that has already been made that the Education Planner strongly applauded was the dropping of the requirement that a PCAC be involved in the planning of programs under external funding. The use of the PCAC was too time-consuming and too insular, in her opinion. Not enough outside input was solicited when the PCAC was used.

One last interview question dealt with planning, and it was directed at the SCE and AISD guidelines. Were they clear enough to allow effective planning? According to the Education Planner, the guidelines are not clear enough, but the realities of the situation dictate that guidelines allow room for responding to the personalities and preferences of funding agents.

Materials: The earliest date that SCE materials could actually be ordered was the date of the receipt of official approval from TEA of the SCE proposal (February 6). By the time the approval was received, according to the Education Planner, most of the schools had their orders ready to be submitted. Approximately 90% of the materials to be ordered were ready for submission to the Business Office on the date of final approval from TEA. It took the AISD Business Office approximately a month to process the orders after that, so it was April before schools began to receive their materials.

The only problems encountered by the Education Planner in the materials-ordering process concerned the length of the process. Also, there was a problem with the local vendor handling videotape equipment orders. That equipment was received by the schools only after a lengthy wait; most did not receive the equipment until the last days of the school year.

Personnel: It was possible to hire personnel with SCE funds as of the stamp-in date on the SCE proposal -- January 13th. Most of the SCE personnel were hired as of that date or shortly thereafter. The instructional aides at Allan Sixth Grade were a notable exception, however, since they were not hired until many weeks later.

When asked if she felt there was a need for more supervisory personnel in the SCE Program in AISD, the Education Planner stated that there was great need for someone to handle the very large amounts of SCE paperwork, especially the purchase orders from the schools.

Program Implementation: Official approval of the SCE Program for AISD was given on February 6. It was several days before the official approval was forwarded to the District. When asked what effects the lateness in the school year of this approval had had on the SCE Program in AISD, the Education Planner responded that it is not unusual for a program to require six months to become truly functional.

A further question soliciting any positive effects of the SCE Program that she might be aware of brought a response concerning high teacher morale and knowledge about the program. Not only have principals and teachers had more ownership in the program than is usual, the Education Planner felt that administrative personnel involved with the program also have had ownership and have been very supportive.

Miscellaneous: The Education Planner was also asked whether, in her opinion, the SCE/AISD guidelines were flexible enough to allow schools to meet the needs of their students. Her response was a definite no. SCE is very flexible in terms of staff development, but the guidelines with respect to the designation and serving of only certain students create rigidity in program design possibilities.

SCE guidelines are published by TEA as part of the Consolidated Application for Federal Assistance, she went on to say, and as originally conceived by the legislature, SCE funds were to be "flexible compensatory monies" with allowable expenditures for staff training and no specific requirements for parent advisory councils. However, in drafting application forms, TEA used the Title I application form as a model, one which requires the more rigid identification process of students to be served, a process not required by other compensatory grants such as Title IV C. Thus, the rigid Title I application form coupled with loosened guidelines in the areas of staff development make the guidelines ambiguous.

In order to accomplish the objectives of a school based planning model, it is important that guidelines remain flexible, in the opinion of the Education Planner. Were they to be totally defined (as with Title I), undoubtedly the typical Title I model would also characterize SCE programs. It is actually advantageous to the schools not to have rigidly defined guidelines, although because of a lack of experience with federally funded programs, the SCE schools may not be aware of their unique situation.

It would not be appropriate to rewrite TEA guidelines, she concluded, since a more rigid definition might impede the local campus effort.

The emphasis on materials in the SCE Program should not be continued, according to the Education Planner, because oversaturation of materials is imminent. Emphasis on staff development should continue, and only limited SCE-funded personnel should be added to school staffs, due to the lapse of SCE funds that is expected at the end of the '76-'77 school year.

At the end of the funding, schools in the basic skills component should be able to continue their programs without further funding. Materials, equipment, and training have been provided, and principals have been given a structure for planning with their staffs. The needs that were addressed will have been fulfilled.

The Education Planner was not sure about the need or prospects for future funding of schools in the bilingual component.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Office of Research and Evaluation

Education Planner Interview

1. When was the official TEA approval of the State Compensatory Education Program for AISD received?
2. What was the earliest date that schools could hire SCE personnel?
3. When were SCE personnel for each campus actually hired?
4. What was the earliest date that materials could be ordered?
5. When did schools submit orders to you for SCE materials?
6. When were those orders submitted to the Business Office?
7. How long did it take the Business Office to process those orders?
8. How much longer was it before schools began receiving the materials?
9. Were there any problems encountered in this whole materials-ordering process?
10. Please describe the steps in the planning process for SCE, including dates. (for both '75-'76 and '76-'77)
11. Exactly how long were schools given to plan their programs? (include dates)
12. Based on your experiences with State Compensatory Education, what do you feel the advantages are of local campus planning? Disadvantages?
13. What changes, if any, do you feel should be made in the planning process for State Compensatory Education in AISD?
14. Are the SCE/AISD guidelines clear enough to allow effective planning?
15. What effects has late approval and implementation of SCE had on the program in AISD?
16. Have you seen any positive effects of the SCE Program in AISD?
17. Do you feel that the emphasis for SCE should continue to be placed on one-time cost items (materials, staff development) rather than on continuing costs (staff)?
18. Are the SCE/AISD guidelines flexiable enough to allow schools, in your opinion, to meet their students' needs?
19. Do you feel that additional supervisory personnel are needed to help implement the SCE Program?
20. Could other available funds possibly be extended to cover the areas now covered by SCE in the basic skills component schools, at least in part, if SCE were not refunded? bilingual component schools?

Appendix I

ATTENDANCE

MARTIN SIXTH GRADE ATTENDANCE

Purpose

Although increased attendance was not an objective of the SCE Program as a whole in AISD, one school in the basic skills component (Martin Jr. High-Sixth Grade) used some of its SCE funds to hire four Community Representatives on a part time basis to promote better student attendance at Martin. These Community Representatives were parents from the community and were paid for two hours work a day and then volunteered two hours of further work daily. Their duties included telephoning the homes of absent SCE students, home visits, and the referring of severe student attendance problems to appropriate agencies. Attendance data for Martin were gathered by SCE Evaluation in order to ascertain whether these Community Representative activities had indeed contributed to higher attendance for Martin sixth graders.

Attendance data for other SCE Sixth Grade Schools as well are recorded here as a means of comparison and as part of the effort to establish baseline data on designated SCE schools in AISD.

Procedure

Percent attendance figures for each school were obtained from the Office of Child Accounting. No attempt was made to derive attendance figures for designated SCE students in Martin Sixth Grade, but because the percentage of SCE students in Martin was so high, it can be assumed that increased attendance on their part would have been reflected in the percent attendance for the whole sixth grade in that school. Too, chronically absent students are most often the lower achieving students in a school.

Because the Office of Child Accounting does not normally report the sixth 6-weeks attendance figures, they will not be dealt with here except in the case of Martin and Allan. For those two schools it was decided that the sixth 6-weeks attendance information was important enough to warrant the special procedures required to obtain the information.

Summary of Results

Percent attendance figures show that attendance in the Sixth Grade Schools declined steadily for the first four 6-week periods of this school year (1975-76). The fifth 6-week period, however, showed in most cases a leveling off or a slight increase in attendance. The one execption was Allan Sixth Grade, which continued to exhibit a decline in attendance during the fifth 6-weeks. (See Table I-1 and Figure I-1.)

Sixth grade attendance during the previous school year (1974-75) exhibited a decline for all Sixth Grade Schools that changed to an increase during the fourth 6-weeks. Attendance during 1973-74, the first Sixth Grade School existence, showed a decline for most Sixth Grade Schools that lasted until the fifth 6-weeks, at which time attendance improved dramatically for all Sixth Grade Schools execept Allan. (See Table I-2 and I-3.)

Although by no means identical, of all sixth grades in the city those at Allan as a group are more like the Martin sixth graders in terms of socio-economic status and ethnicity. They also come from the same area of town and similar neighborhoods. Thus, no other sixth grade student group approximates as closely as does Allan the characteristics of students at Martin. Therefore, a comparison of the attendance rates of these two schools would be the most meaningful comparison to be made.

It can be seen from the figures in Table I-1 and the plotting of those figures in Figure I-1 that the percent attendance for Allan and Martin declined at similar rates until the fourth 6-weeks, at which time the Martin attendance figures leveled off, while Allan attendance continued to plummet. However, appraisal of the sixth 6-weeks figures for Martin and Allan (see Table I-4 and Figure I-2) shows an increase in attendance for Allan sixth graders of three percentage points, while Martin sixth graders continued to attend school at the same rate as in the two previous 6-week periods.

Comparison of Martin sixth grade attendance of 1974-75 with 1975-76 figures shows a steady decline in attendance in 1974-75 that was checked only briefly during the fourth 6-weeks. The leveling process that occurred in 1975-76 during the fourth, fifth, and sixth 6-weeks did not occur in 1974-75. Martin sixth grade attendance in 1973-74 exhibited a similar trend to that of other Sixth Grade Schools -- downward until the fifth weeks, at which time a dramatic increase in attendance took place. (See Table I-5 and Figure I-3.)

Table I-1: SIXTH GRADE PERCENT ATTENDANCE FOR 1st-5th SIX WEEK PERIOD 1975-76

School	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	Total
Allan-6th	95%	91%	89%	85%	83%	88%
Baker	97%	96%	94%	94%	94%	94%
Blanton	96%	96%	93%	94%	94%	95%
Joslin	97%	95%	93%	92%	92%	94%
Martin-6th	91%	87%	84%	81%	81%	84%
Read	96%	95%	93%	92%	93%	94%
Travis Heights	95%	93%	92%	90%	90%	92%
Webb	96%	95%	93%	92%	94%	94%

Note: The sixth 6-weeks attendance figures are not published by the Office of Child Accounting.

Table I-2: SIXTH GRADE PERCENT ATTENDANCE FOR 1st-5th SIX WEEK PERIODS, 1974-75.

School	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	Total
Allan - 6th	94%	89%	87%	88%	85%	88%
Baker	96%	95%	91%	94%	94%	94%
Blanton	97%	96%	93%	95%	95%	95%
Joslin	96%	95%	92%	94%	93%	94%
Martin - 6th	90%	87%	82%	82%	78%	84%
Read	97%	96%	92%	94%	94%	95%
Travis Heights	95%	93%	90%	91%	90%	91%
Webb	96%	95%	91%	93%	93%	93%

Table I-3: SIXTH GRADE PERCENT ATTENDANCE FOR 1st-5th SIX WEEK PERIOD, 1973-74.

School	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	Total
Allan - 6th	94%	89%	88%	87%	86%	89%
Baker	96%	95%	92%	89%	94%	93%
Blanton	97%	96%	94%	89%	95%	94%
Joslin	96%	95%	93%	90%	93%	93%
Martin -6th	94%	89%	83%	77%	84%	85%
Read	97%	96%	94%	90%	95%	94%
Travis Heights	95%	93%	91%	86%	91%	91%
Webb	96%	94%	92%	89%	93%	93%

Note: The sixth 6-weeks attendance figures are not published by the Office of Child Accoounting.

Table I-4: PERCENT ATTENDANCE FOR MARTIN AND ALLAN SIXTH GRADE, 1st - 6th SIX WEEK PERIODS, 1975-76.

School	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks	Total
Allan-6th	95%	91%	89%	85%	83%	86%	88%
Martin-6th	91%	87%	84%	81%	81%	81%	84%

Table I-5: PERCENT ATTENDANCE FOR MARTIN-6th GRADE, 1st-6th SIX WEEK PERIODS, 1973-74, 1974-75 and 1975-76.

School, Year	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
Martin - 6th 1973-74	94%	89%	83%	77%	84%	81%
Martin-6th Grade, 1974-75	90%	87%	82%	82%	78%	76%
Martin-6th Grade, 1975-76	91%	87%	84%	81%	81%	81%

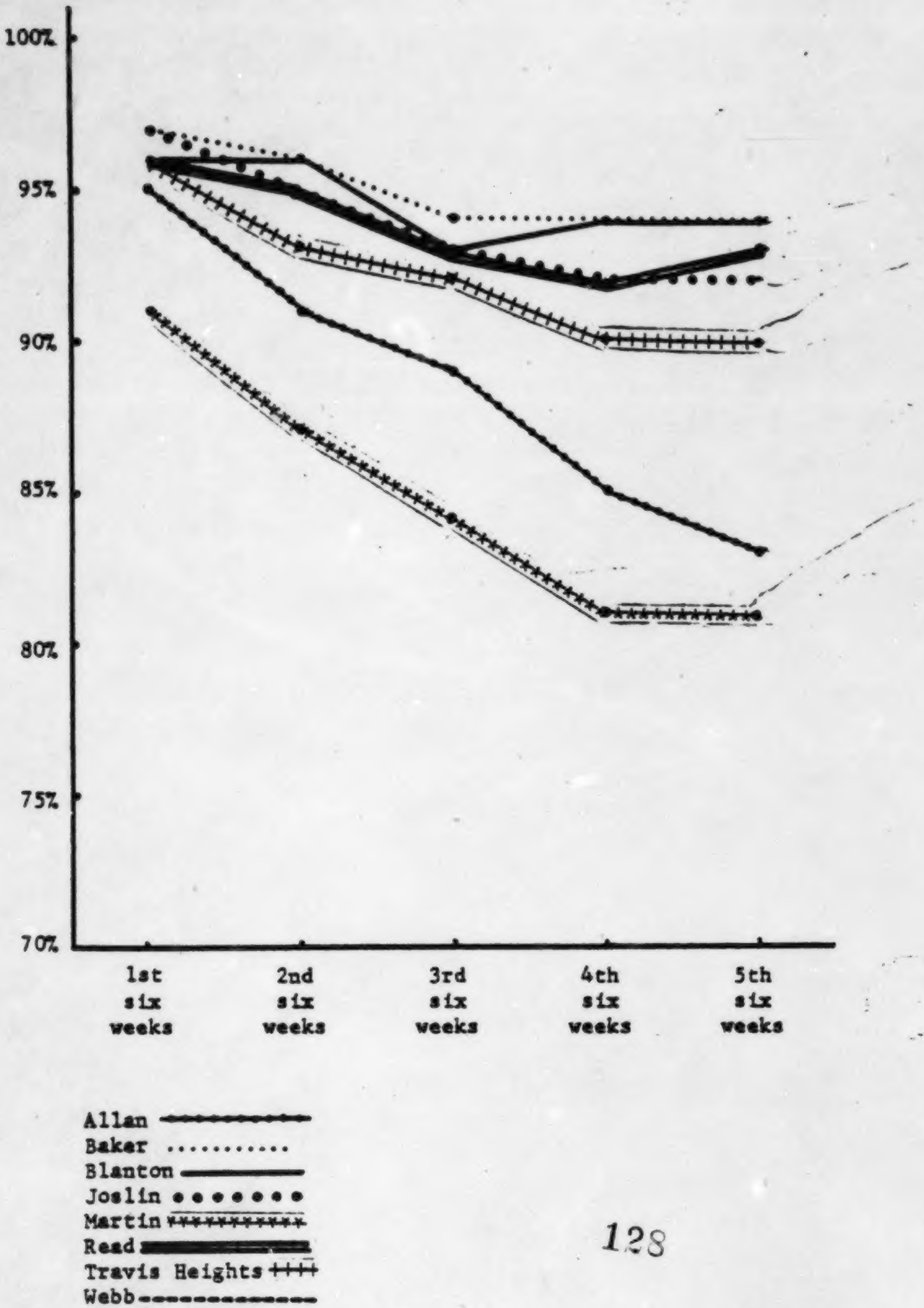

Figure I-1: SIXTH GRADE PERCENT ATTENDANCE, 1st - 5th SIX WEEK PERIODS, 1975-76

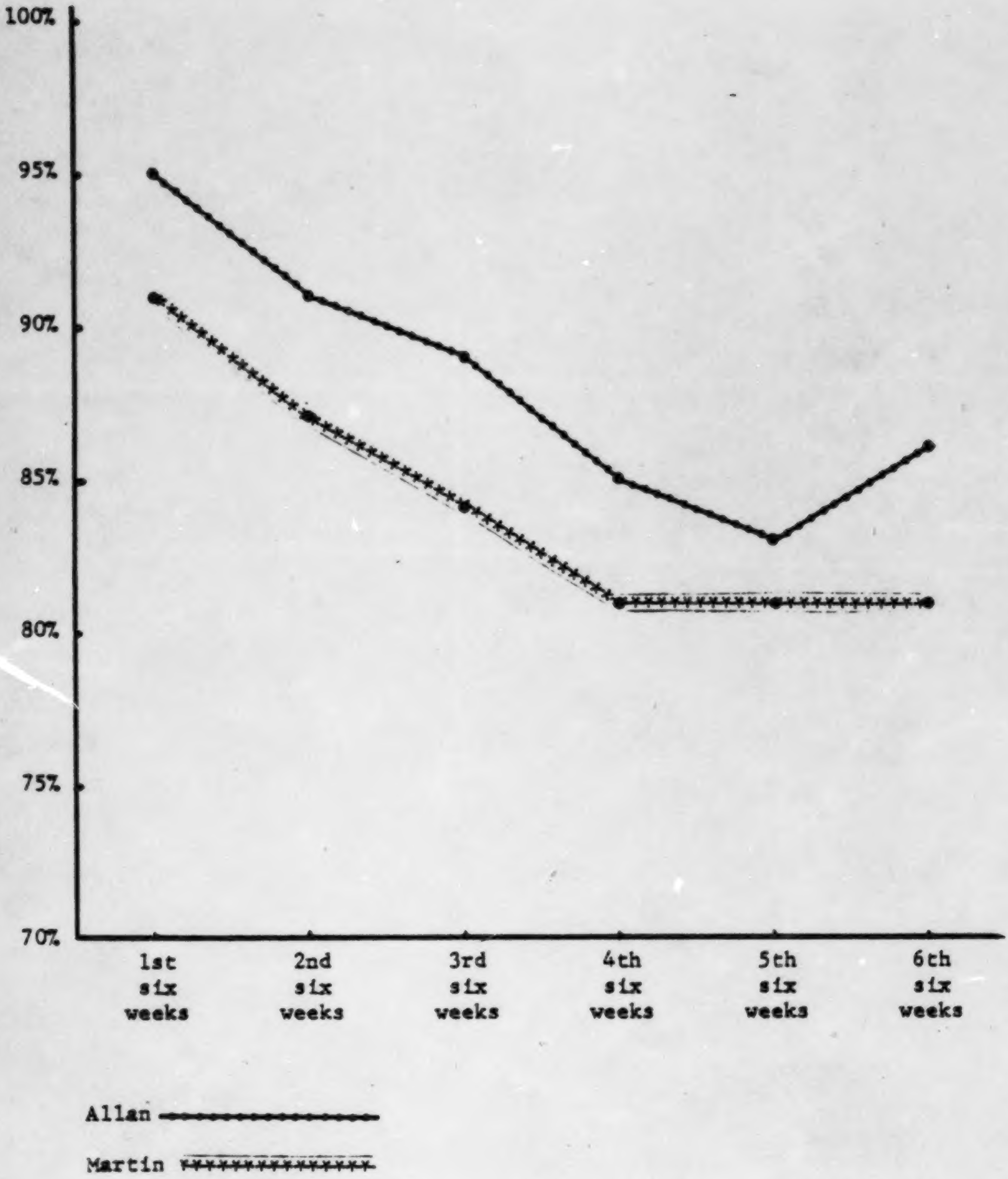

Figure I-2: PERCENT ATTENDANCE FOR MARTIN AND ALLAN SIXTH GRADES, 1st - 6th SIX WEEK PERIODS, 1975-76

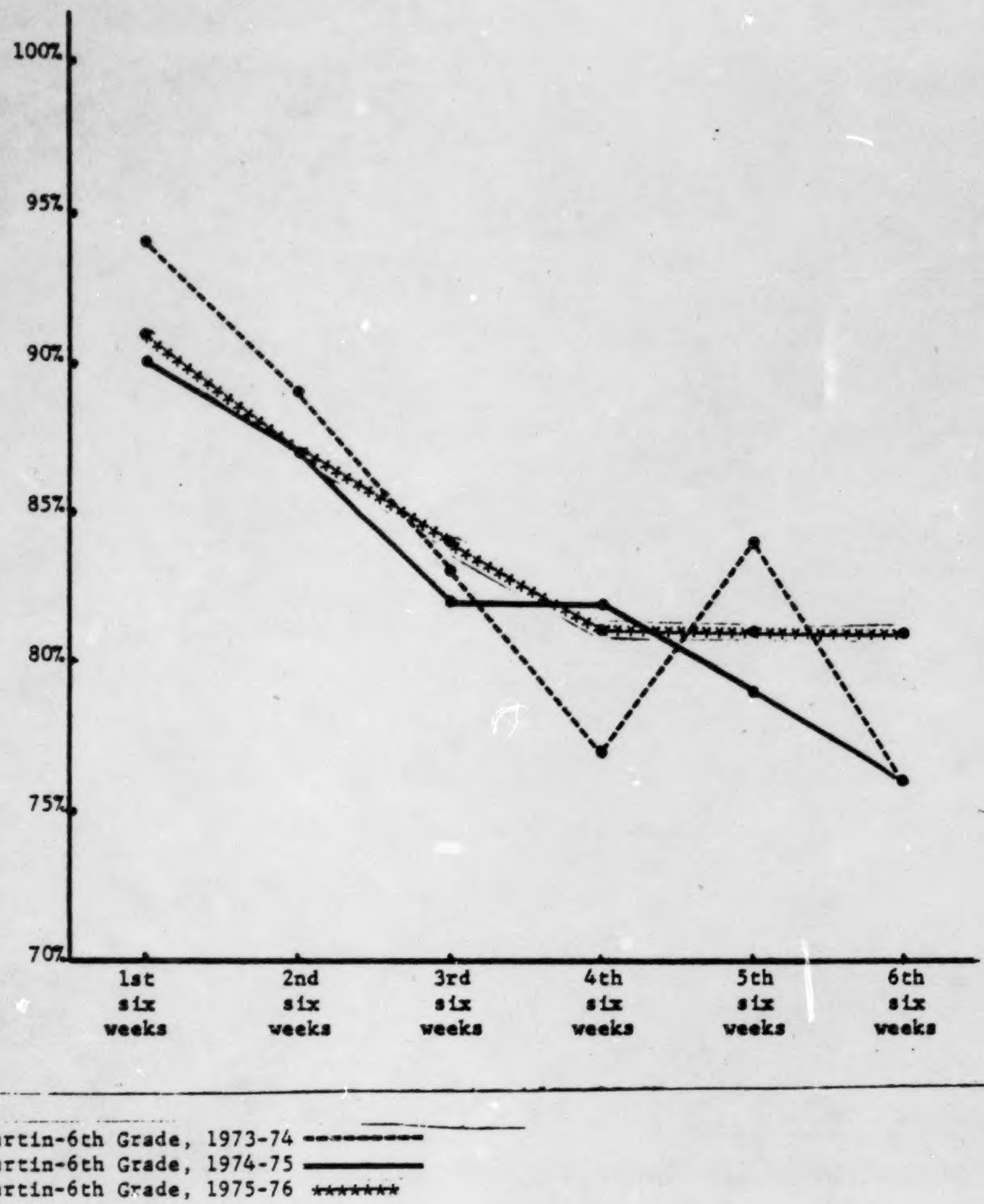

Figure I-3: PERCENT ATTENDANCE FOR MARTIN-6TH GRADE, 1ST - 6TH SIX WEEK PERIODS, 1974-75 AND 1975-76.

Appendix J

WORKSHOP EVALUATION SCALE

Instrument Description: Workshop Evaluation Scale

Brief description of the instrument:

The instrument contains seven Likert scale items that provide information on seven dimensions. Two optional pages provide further information about consultants and the stronger and weaker features of the workshop.

To whom was the Instrument administered?

To all workshop participants in SCE summer workshops.

How many times was the instrument administered?

Once.

When was the instrument administered?

On the last day of each workshop.

Where was the instrument administered?

Varied from school to school.

Who administered the instrument?

The SCE Evaluator in six cases and principals in three cases.

What training did the administrators have?

The Evaluator consulted the *Workshop Evaluation Scale Manual.*

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

It is possible that teacher responses were affected by principals administering the form in the instances where it was not possible for the SCE Evaluator to administer it.

Who developed the instrument?

Earl McCallon, Ph.D.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Yes. Norms are available in the *Workshop Evaluation Scale Manual.*

WORKSHOP EVALUATION SCALE

Purpose

A major part of staff development activity in the SCE basic skills component for 1975-76 was delivered in summer workshops. Each school planned a workshop according to its needs, and the result was nine workshops diverse in content and varing in length. (See Figure J-1.) The purpose of the Workshop Evaluation Scale was to provide a systematic measure of the success of these diverse workshops.

Procedure

At least one informal visit was made to each workshop before the Workshop Evaluation Scale was administered on the last day of each workshop. This initial visit and interview with the principal gave the Evaluator an overview of each workshop and yielded the information needed to decide whether the Workshop Evaluation Scale would be an appropriate evaluation instrument. In one case, Brown Elementary, the Evaluator did decide that the scale in its present form would not be appropriate for the workshop, and modifications were made on two of the items for use in that school. These two items were not, of course, used when comparisons with national norms were made.

Whenever possible, the Evaluator administered the evaluation forms; however, in two cases the principals administered the forms to workshop participants.

Principals were encouraged to administer their own school-specific evaluation forms as well to participants.

Summary of Results

The Workshop Evaluation Scale has three parts. The first part consists of the seven evaluation criteria on which data are collected to compare against the norms. The remaining two parts, consisting of open-ended comments and specific consultant evaluation, are optional. The optional pages were used by SCE Evaluation in evaluating the summer workshops but will be reported on in a subsequent publication.

Mean scores for each of the seven normed items were computed for each school and then converted to standard scores and percentile rankings on the basis of tables provided in the Workshop Evaluation System Manual. Conversion of raw mean scores to standard scores with a mean of 100 and a standard deviation of 20 is presented in Table J-1. (Scores above 100 are considered above average, and scores below 100 are considered below average.) Conversion of raw mean scores to percentile rankings is presented in Table J-2.

Consultation of these tables and Figures J-2 through J-10 shows that Allan, Baker, Blanton, and Brown workshop participants rated their workshops above average on all evaluation criteria.

Martin participants rated their workshop above average in all criteria except "Organization", which they rated as only slightly below average (standard score of 99.)

Joslin participants rated their workshop somewhat below average on all criteria except "Overall Effectiveness" and "Organization." The "Work of Presenters" criterion at Joslin received particularly low ratings by teachers.

Travis Heights participants rated their workshop as below average in all criteria except "Benefit" and "Overall Effectiveness," with "Work of Presenters" and "Ideas and Activities" receiving particularly low ratings.

The only criterion receiving above average ratings from Read teachers was "Objectives," with "Ideas and Activities" receiving lowest ratings.

It is interesting to note that the workshops receiving the highest ratings by teachers -- Allan, Baker, Blanton, and Brown -- were characterized by much teacher-directed activity.

School	Dates of Workshop	No. of Teachers Attending	Brief Description of Workshop Activities
Allan	June 1-June 18	8	Four Allan teachers and one aide worked together for the first week of the workshop, and the whole sixth grade staff plus the aide worked together for the next two weeks. In-service activities were in the area of: oral language in all disciplines, management of objectives, managing programmed materials, aide management, behavior management. The Resourse teacher served as a consultant for the length of the workshop, and Dr. Anna Chamot of the University of Texas conducted a one day session.
Baker	May 31-June 10	17	The first six days of the workshop were spent on math and the last three on reading (three earlier Saturday workshops had been spent on reading). The main activity was annotating SCE materials in special files, and teachers worked independently much of the time. The Helping Teacher served as a consultant throughout the workshop, and an AISD Instructional Coordinator was a consultant for one day. Dr. Ruth Hoffman of Denver, Colorado, also served as a consultant in math for one day.
Blanton	June 10 - June 22	24	Workshop days of June 10-18 were spent in in-depth staff development in the area of videotape. Don Zirkel of AISD Media Services was in charge of videotape learning activities and made arrangements for other consultants to appear as well. Each teaching team at Blanton learned to work with videotape equipment, and each produced at least one videotaped lesson. A group of eight teachers, the principal, and a clerk made up a writing committee that attended the workshop on June 21-22 and worked to produce a bulletin for Blanton teachers on the use of teaching by TV tapes. Other activities of the writing committee included organization of materials, kits, and TV tapes.
Joslin	June 7-June 18	30	The Joslin workshop included staff development activities in videotape techniques conducted by Don Zirkel and the Joslin principal. Company consultants were used to orient teachers to new SCE materials and equipment, and an AISD Instructional Coordinator worked as a consultant during part of the workshop. Much time was also spent in independent activities, as teachers familiarized themselves with new materials, practiced videotaping, and studied catalogues and materials displays.

Figure J-1: OVERVIEW OF SUMMER WORKSHOPS CONDUCTED BY SCHOOLS IN THE SCE BASIC SKILLS COMPONENT
(page 1 of 2)

School	Dates of Workshop	No. of Teachers Attending	Brief Description of Workshop Activities
Martin	June 7 - June 25	12	Martin teachers worked together as a group on numerous activities in preparation for the coming school year. Curriculum development activities, development of a classroom management system, and the labeling and inventorying of all SCE materials were among the activities. The Reading Specialist and a Martin classroom teacher served as consultants, as did the Reading Specialist Coordinator.
Read	May 31-June 4	26	The first two days of the Read workshop were conducted by the SCE Reading Teacher in sessions geared to familiarizing classroom teachers with the activities, materials, and equipment used in the SCE Reading Lab. Dr. R.C. Bradley of North Texas State University was a consultant for one day, and the Helping Teacher conducted activities for one morning. Don Zirkel of AISD Media Services gave an orientation to use of videotape equipment on the last day of the workshop. Part of one day was spent in making materials.
Travis Heights	June 14 - June 17	22	The Travis Heights summer workshop utilized numerous consultants. These consultants included company representatives, KLRN representatives, an AISD coordinator, and Travis Heights team leaders. The team leaders chaired committees that studied and made presentations in areas such as achievement test results and school objectives. There was little workshop time spent in independent activity.
Webb	May 31 - June 11	27	The first five days of the summer workshop at Webb were spent on staff development activities in the area of math, and the next five days were spent on staff development in reading. Two consultants were used—a company representative from Holt and Dr. Hal De Shong of the Region XIII Service Center. Much workshop time during the two weeks was spent in independent activity (making materials, familiarizing activities with new SCE materials, etc.), and various teachers gave demonstrations on use of particular materials.
Brown	May 31 - June 4	25	Teachers at the Brown Elementary summer workshop spent the entire week making various instructional materials of their own choosing. No consultants were used.

Table J-1: RAW SCORE AND CORRESPONDING STANDARD SCORE ON EACH EVALUATION CRITERION FOR SCE SUMMER WORKSHOPS.

SCHOOL	Organization		Objectives		Work of Presenter/s		Ideas and Activities		Scope		Benefit		Overall Effectiveness	
	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score	Raw Score	Standard Score
Allan	6.75	118	6.62	114	6.75	113	6.75	118	6.25	106	7.00	129	6.62	112
Baker	6.73	118	6.53	110	6.73	113	6.73	118	6.53	115	6.66	120	6.33	106
Blanton	6.68	117	6.72	117	6.59	109	6.68	116	6.54	115	6.86	124	6.72	114
Joslin	6.38	107	6.12	97	5.59	79	5.88	89	6.03	100	6.51	115	6.33	106
Martin	6.15	99	6.38	106	6.69	112	6.46	109	6.23	106	6.92	127	6.92	118
Read	6.04	96	6.42	107	6.04	93	5.81	87	5.90	95	6.05	100	6.00	99
Travis Heights	5.95	93	6.14	97	5.50	76	5.54	77	5.86	95	6.41	112	6.14	102
Webb	5.48	78	6.04	94	6.69	112	5.89	89	5.96	98	6.55	115	6.29	105
Brown	6.56	113	6.52	110	*	*	6.80	120	6.88	126	6.88	126	6.88	117

Table J-2: RAW SCORE AND CORRESPONDING PERCENTILE RANK ON EACH EVALUATION CRITERION FOR SCE SUMMER WORKSHOPS.

SCHOOL	Organi-zation		Objectives		Work of Presenter/s		Ideas and Activities		Scope		Benefit		Overall Effectiveness	
	Raw Score	%ile Rank	Raw Score	%ile Rank	Raw Score	%ile Rank	Raw Score	%ile Rank	Raw Score	%ile Rank	Raw Score	%ile Rank	Raw Score	%ile Rank
Allan	6.75	90	6.62	86	6.75	85	6.75	90	6.25	62	7.00	99	6.62	85
Baker	6.73	90	6.53	73	6.73	85	6.73	90	6.53	84	6.66	90	6.33	61
Blanton	6.68	85	6.72	88	6.59	79	6.68	94	6.54	84	6.86	95	6.72	90
Joslin	6.38	64	6.12	37	5.59	10	5.88	20	6.03	45	6.51	79	6.33	61
Martin	6.15	41	6.38	59	6.69	83	6.46	70	6.23	62	6.92	96	6.92	94
Read	6.04	34	6.42	66	6.04	24	5.81	16	5.90	31	6.05	47	6.00	38
Travis Heights	5.95	31	6.14	37	5.50	7	5.54	9	5.86	28	6.41	77	6.14	48
Webb	5.48	12	6.04	30	6.69	83	5.89	20	5.96	43	6.55	79	6.29	59
Brown	6.56	81	6.52	73	*	*	6.80	91	6.88	97	6.88	96	6.88	93

STANDARD SCORE CHART

Mean = 100
Standard Deviation = 20

Average ——— (100)

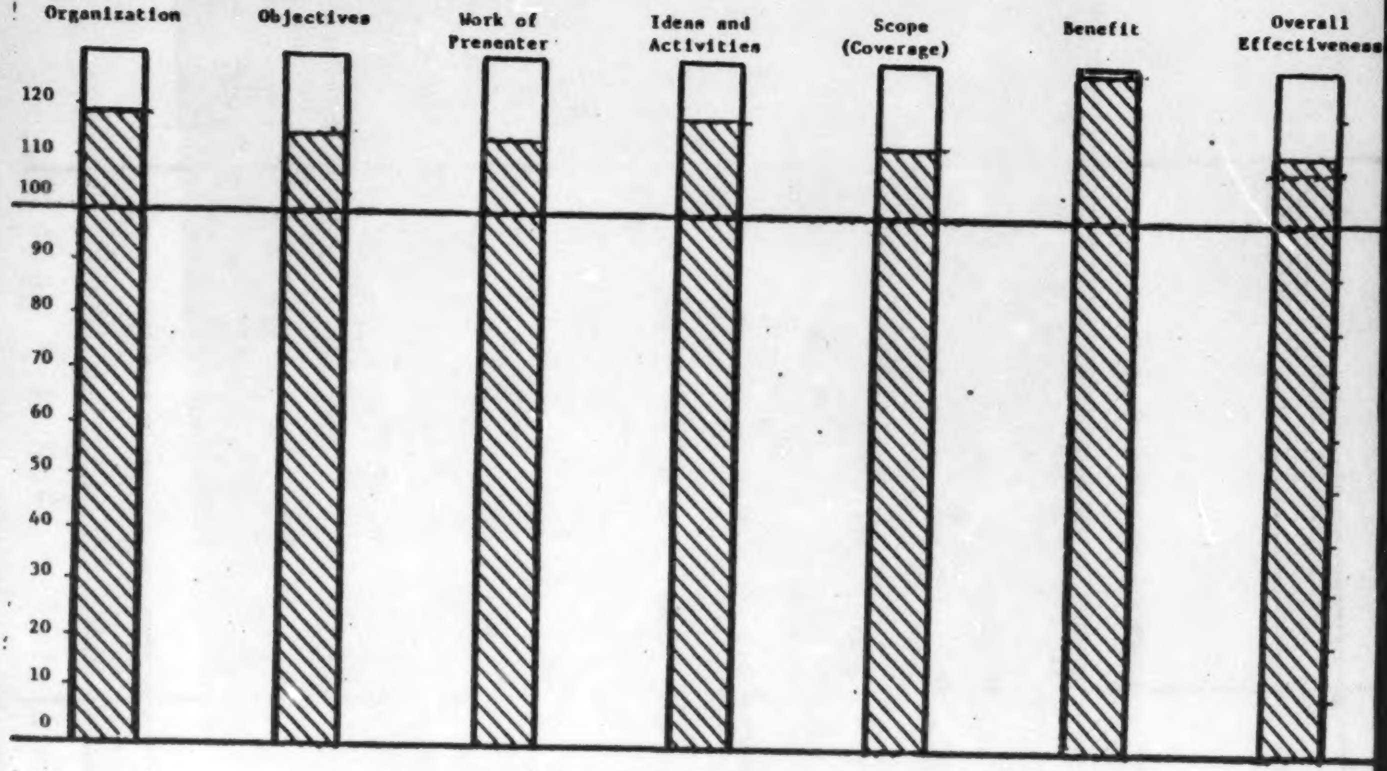

Figure J-2: ALLAN JUNIOR HIGH SCHOOL

STANDARD SCORE CHART

Mean = 100
Standard Deviation = 20

Average ——— (100)

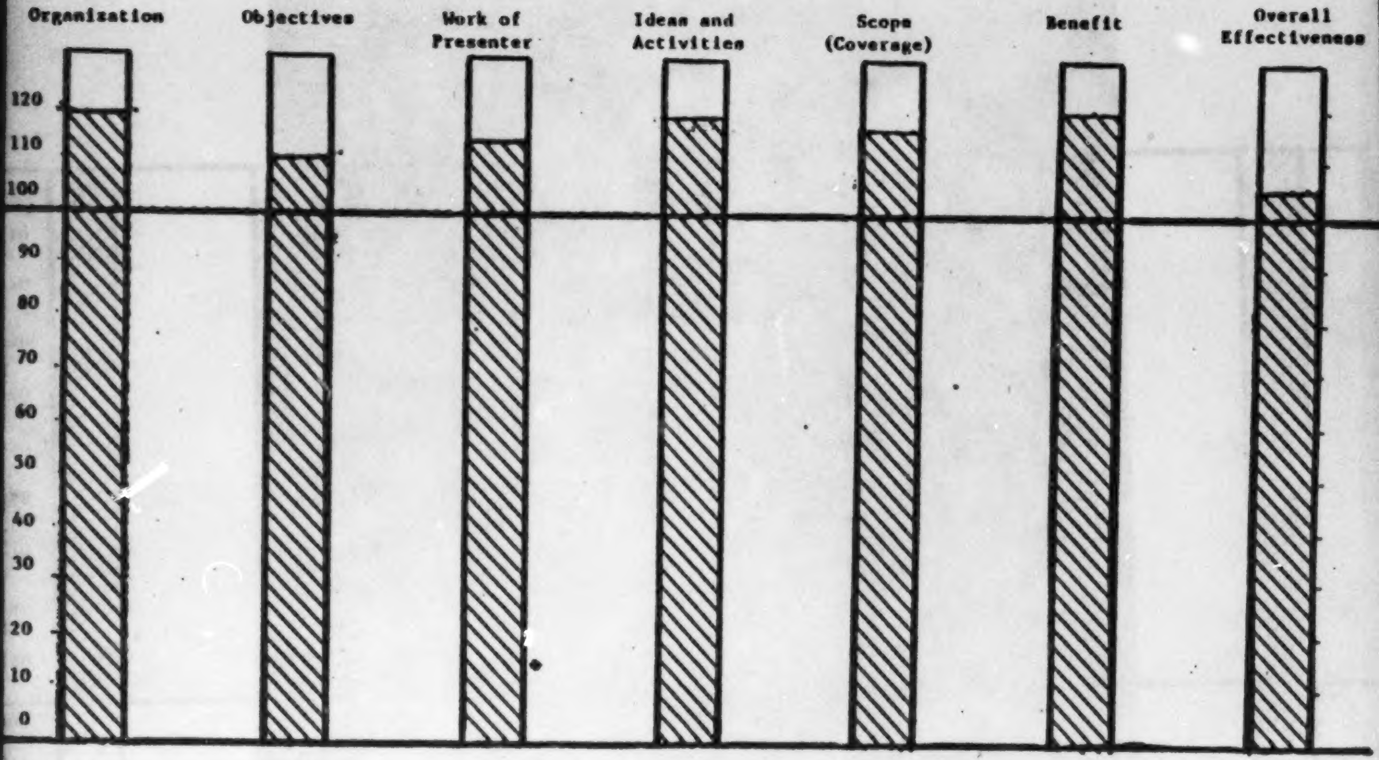

Figure J-3: BAKER SIXTH GRADE SCHOOL

STANDARD SCORE CHART

Mean = 100
Standard Deviation = 20

Average ———
(100)

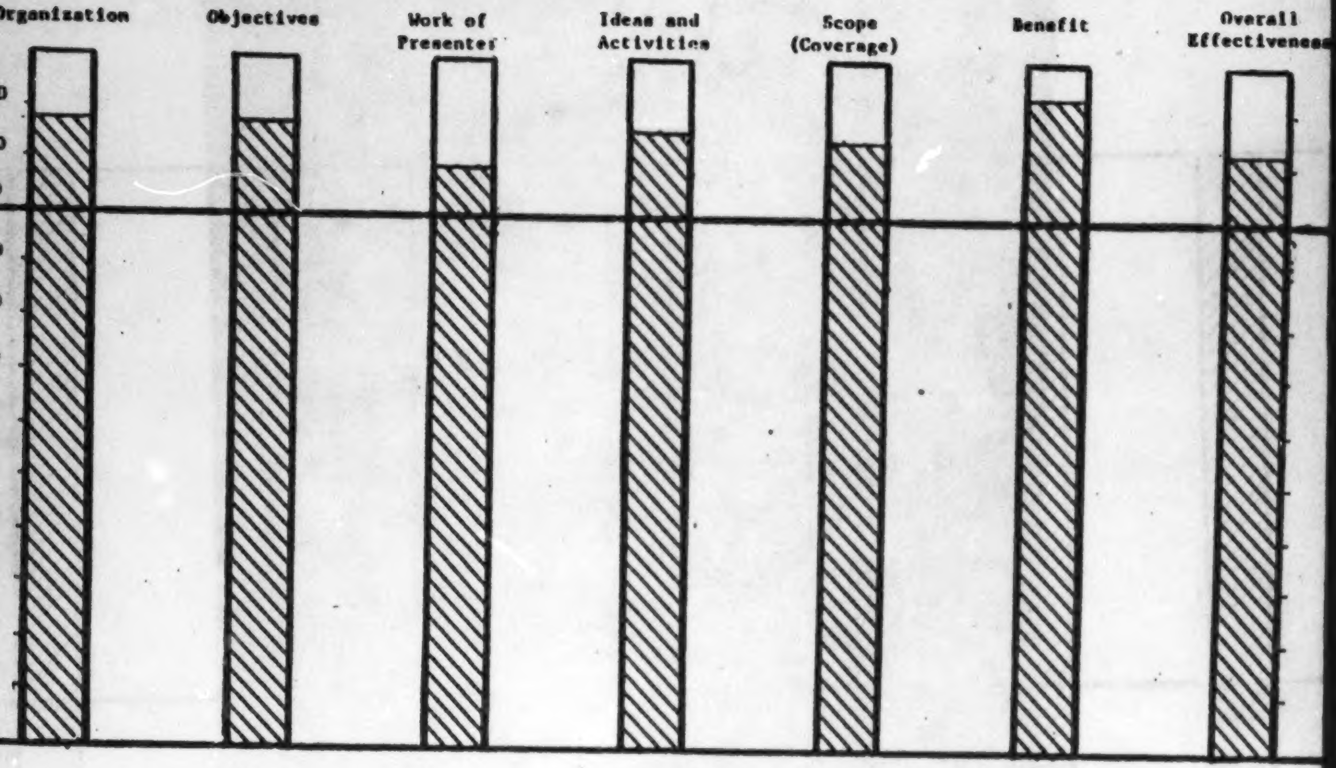

Figure J-4: BLANTON SIXTH GRADE SCHOOL

STANDARD SCORE CHART

Mean = 100
Standard Deviation = 20

Average ——— (100)

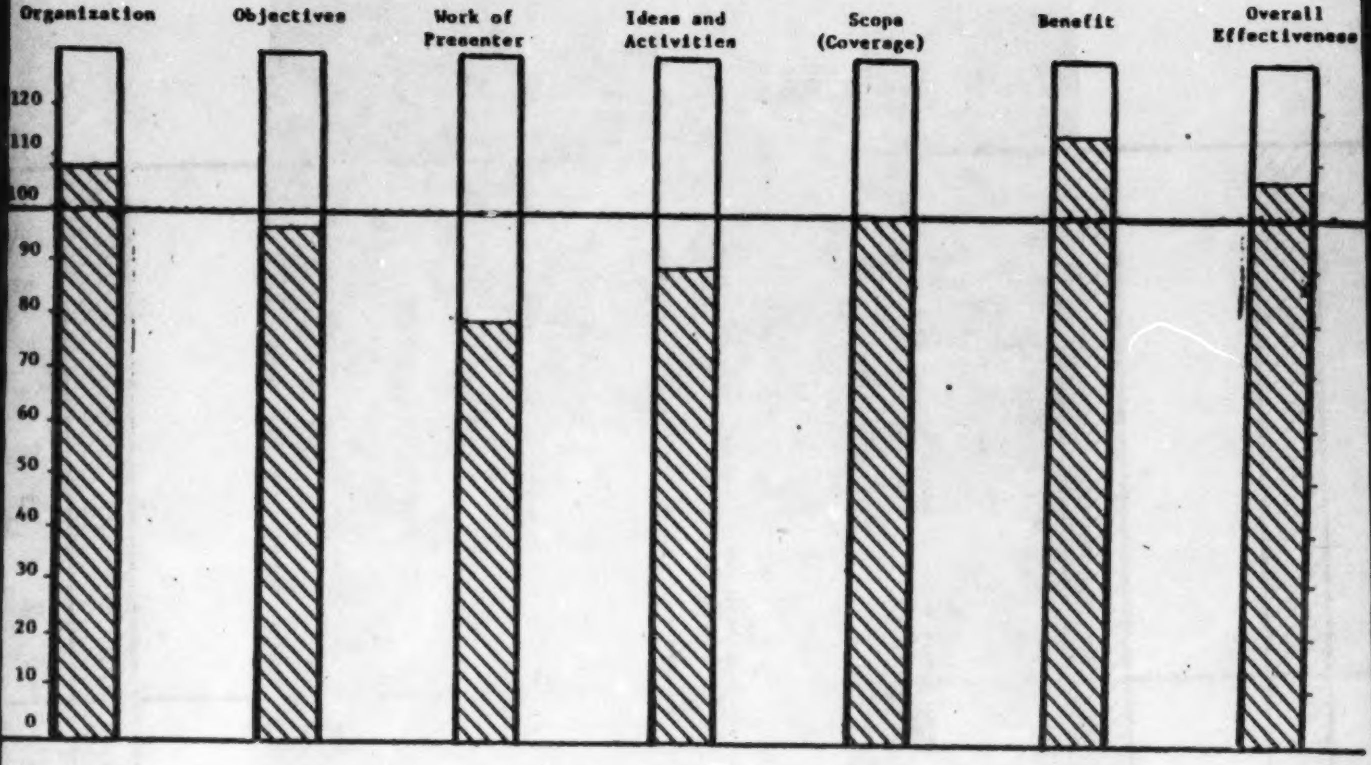

Figure J-5: JOSLIN SIXTH GRADE SCHOOL

STANDARD SCORE CHART

Mean = 100
Standard Deviation = 20

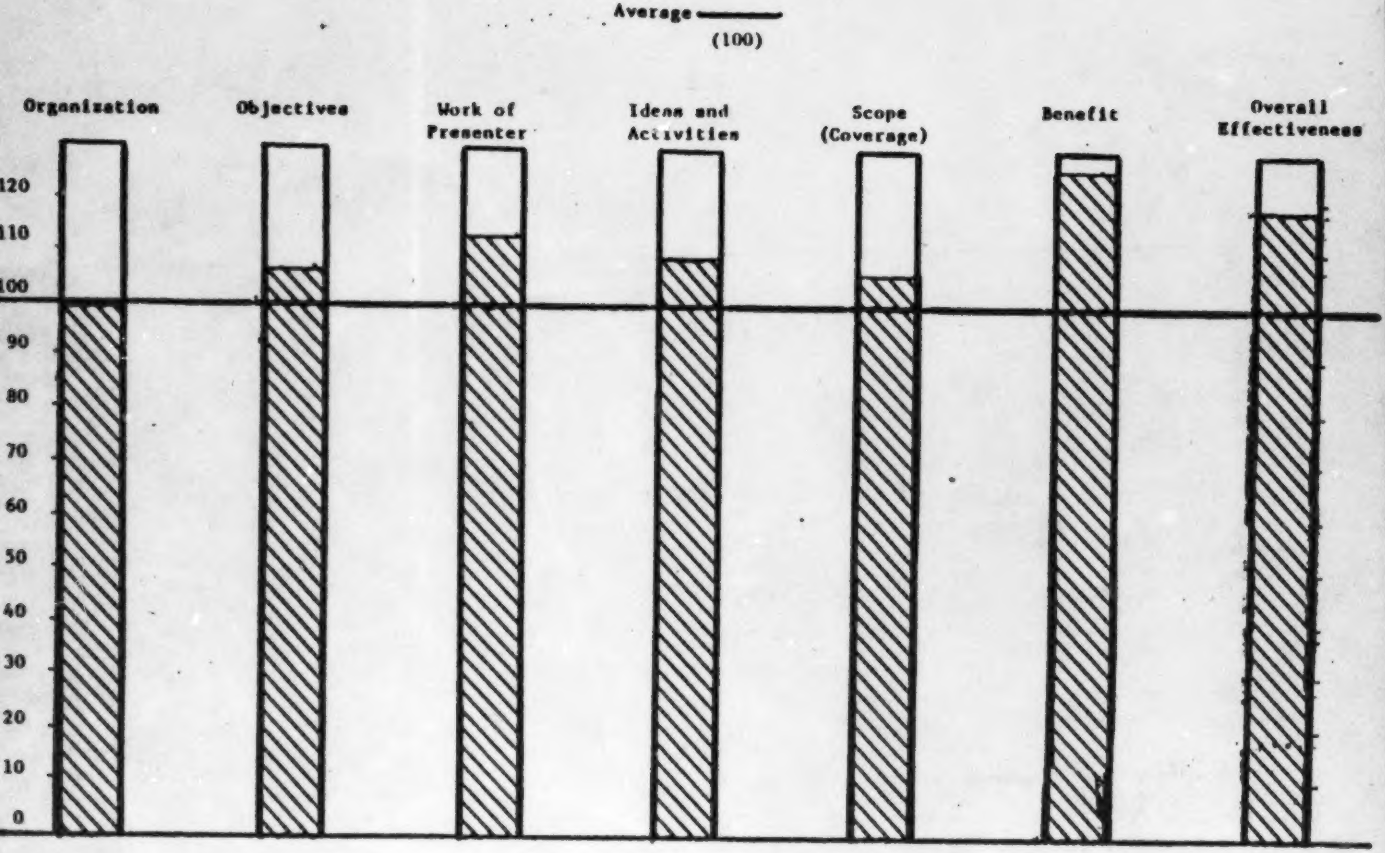

Figure J-6: MARTIN JUNIOR HIGH SCHOOL

STANDARD SCORE CHART

Mean - 100
Standard Deviation - 20

Average ——— (100)

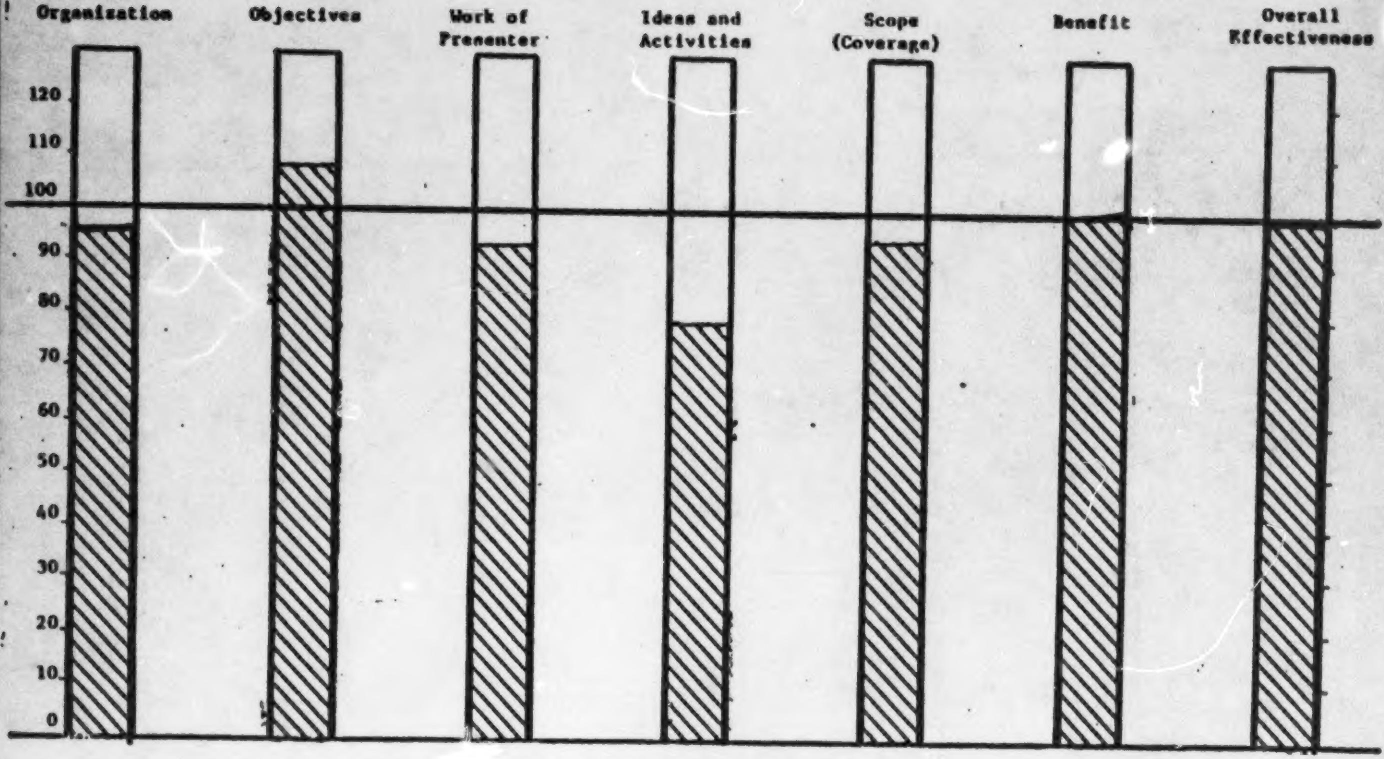

Figure J-7: READ SIXTH GRADE SCHOOL

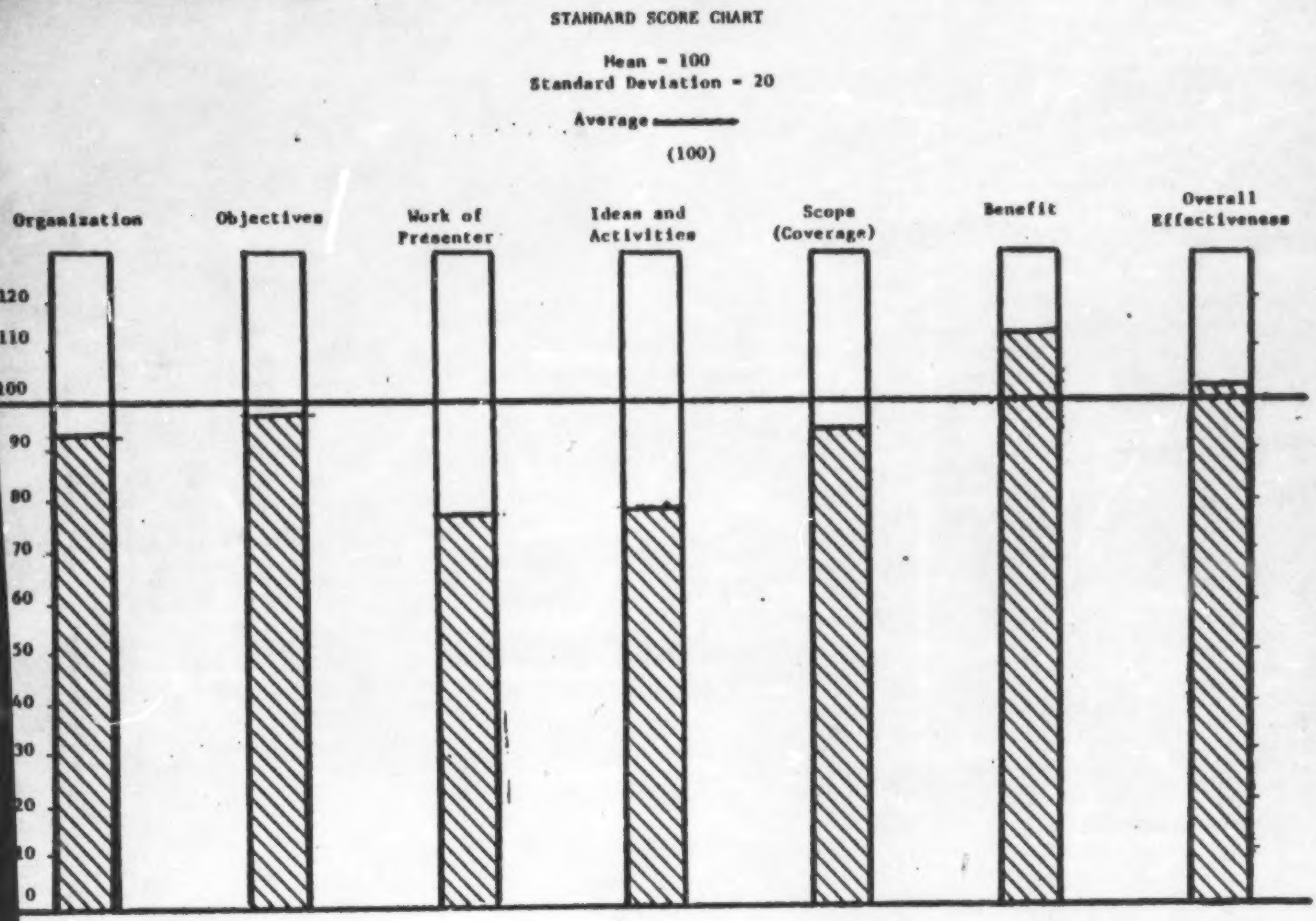

Figure J-8: TRAVIS HEIGHTS SIXTH GRADE SCHOOL

STANDARD SCORE CHART

Mean = 100
Standard Deviation = 20

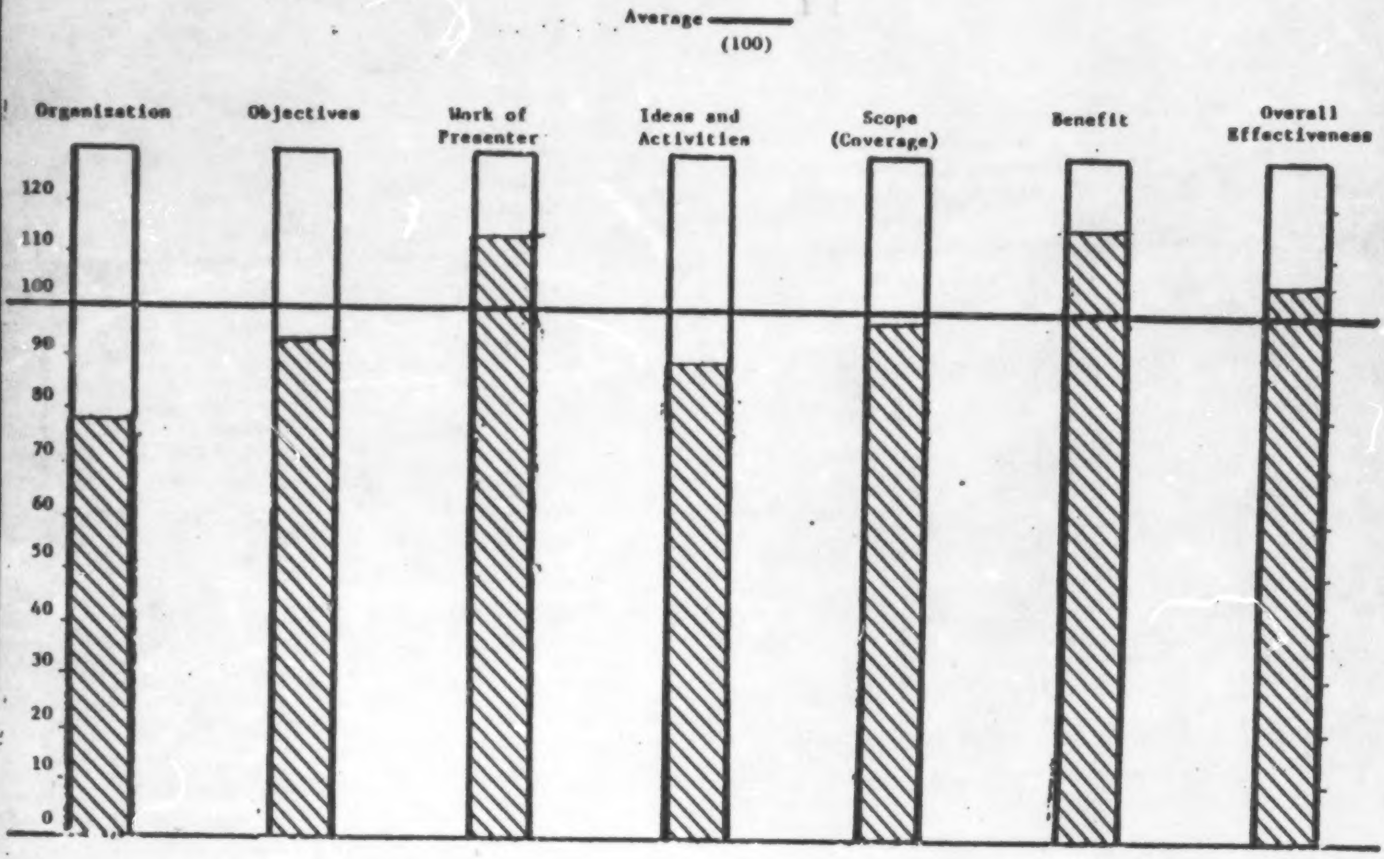

Figure J-9: WEBB SIXTH GRADE SCHOOL

STANDARD SCORE CHART

Mean = 100
Standard Deviation = 20

Average ——— (100)

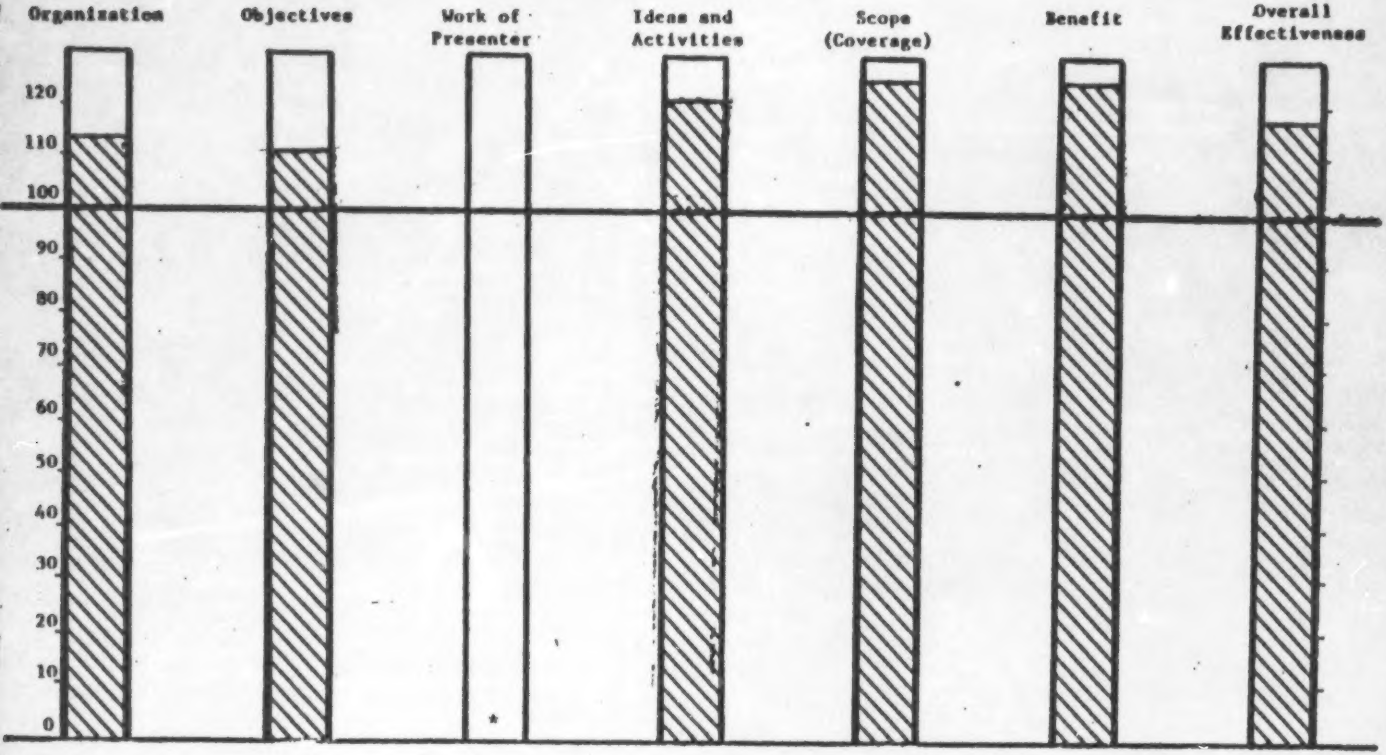

Figure J-10: STANDARD SCORES FOR BROWN ELEMENTARY SCHOOL

*Scores were not submitted by Brown school.